NOVEL IDEA
Faceoff on proposed common reading for the class of 2014
See page 5

TAIKO
Japanese drumming and dance performance comes to Hamilton
See page 7

WORLDVIEW
Winning photos from the Worldview Photo Contest
See pages 8-9

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THE SPECTATOR

Thursday
April 8, 2010

Volume L Number 21

Hamilton's Comprehensive Fee Up 3.8 Percent

College administrators cite a struggling economy among the reasons for next year's fee increase

by Dan Steinman '12
News Writer

In the midst of high unemployment and low inflation, why does Hamilton's annual tuition continue to rise by at least 3 percent every year? Over spring break, students were notified that the comprehensive fee for attending Hamilton College has risen to $51,760 for the coming 2010-11 school year. This is a 3.8 percent increase from this past year's cost, approximately $49,865.

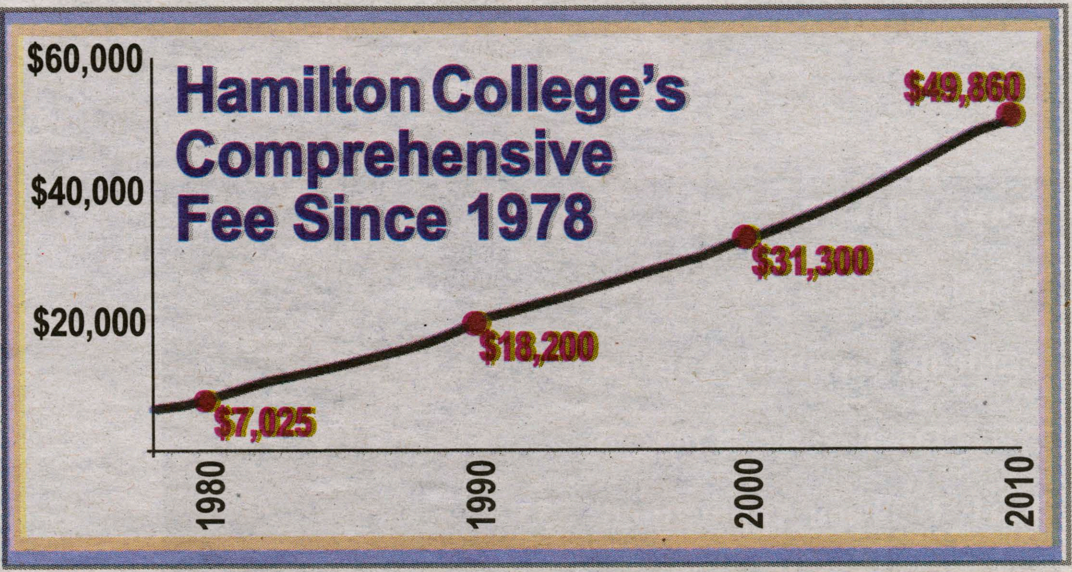
Karen Leach, Hamilton's vice president of administration and finance, recognizes the disquietude of students and their parents over rising tuition. She is responsible for maintaining the budget and financial security of the College.

Hamilton's comprehensive fee for 2010-11 is the sum of tuition ($40,870), room ($5,730), board ($4,750) and the yearly student activity fee ($410). However, Leach stated, the full cost of tuition, room, and board does not cover the full cost of any student at the College, even students who pay the full amount. "Every student is subsidized by income from the endowment and the annual fund," she said.

Leach is present at each step of the process to shape the school's budget and set tuition for each coming academic year. Hamilton's tuition, Leach explained, is determined by a large array of factors including: the demands of the yearly operating budget, other expenses such as payments on debt for bonds issued to build new buildings such as Kirner-Johnson and funds to take care of the many facilities on campus, the state of the school's endowment, the projected state of the economy for the coming year, market competitiveness with comparable colleges' tuitions and aiding the Strategic Plan priorities.

According to Leach, economic conditions have eroded

see *Tuition*, page 3



Need-Blind
By the Numbers

by Evan Klondar '11
Editor-at-Large

Last week, *The Spectator* ran an article discussing Hamilton's new need-blind admission policy. Below are a handful of facts and figures which address specific components of the policy. Going need blind means that Hamilton will not consider financial need as part of the application process. All information in this diagram is from the Faculty Meeting on Tuesday, April 6.

40,000,000

Total amount of money needed to cover the need-blind policy. It is estimated that going need-blind will cost $500,000 per class per year--or $2 million dollars annually. A $40 million endowment should return the $2 million per year necessary to go need-blind.

200,000

Amount of money that will be added to the annual fund in the coming budget. Currently, Hamilton spends $6 million each year from its annual fund. Next year, it will spend $6.2 million. The contribution will continue to increase annually by $200,000, reaching $7 million in 2014-2015.

41.13

The approximate number of applicants for whom financial need was a factor in admission for the Class of 2013. Of the 1,371 applicants, three percent, or 41.13, had their need considered. The need-blind policy means that the financial status of applications will no longer be considered.

6.9

Percentage increase in the financial aid discount rate in the 2010-2011 budget. The financial aid discount rate represents the portion of expected tuition revenues allocated to financial aid. The current rate is 31.4 percent--the increase will bring it to 32.45 percent. Going need-blind will require a 35 percent financial aid discount rate.

3

Approximate length in years, according to President Stewart, of the capital campaign that will raise the money necessary to finance the need-blind policy. The campaign will also cover the capital needed for a new arts center.

Chris Hedges Paints Bleak Picture of America's Future

PHOTO BY ANDY RICHARDSON '10

Former *New York Times* reporter Chris Hedges speaks in the Filius Events Barn.

by Emily Gerston '11
News Writer

Pulitzer prize-winning journalist and author Chris Hedges spoke to an audience of students and community members in the Events Barn on Monday, April 5.

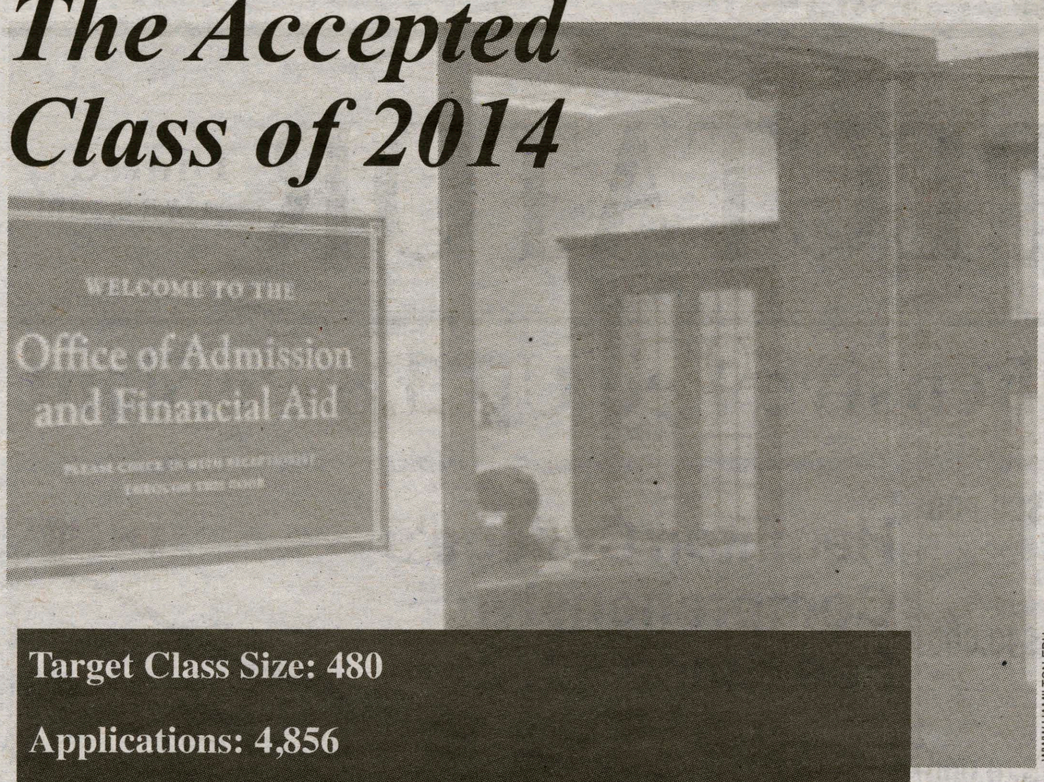
He discussed his 2009 book Empire of Illusion: The End of Literacy and the Triumph of Spectacle. Reading from a prepared speech, he discussed corporate culture, capitalism, politics and how these issues can converge.

Hedges called for an immediate, drastic overhaul of the political and economic system and encouraged widespread protest, "even if this at first turns us to outcasts." Hedges practices what he preaches – he left *The New York Times* after many years as a reporter, bureau chief, and investigative team member after the paper criticized several of his anti-war statements. Currently, Hedges is a senior fellow at The Nation Institute and a weekly contributor to Truthdig.com.

After Hedges' lecture in front of a nearly full audience, listeners asked him questions. They asked Hedges for clarification of his viewpoints and alternatives to his recommendations. Audience members also critiqued some of Hedges' ideas. Following the hour-long lecture and a half-hour question session, many stayed behind to continue conversing with Hedges.

Hedges came to campus as part of the Levitt Speaker Series, organized by the Levitt Center. This year's series topic is "Crisis: Danger and Opportunity." Hedges' lecture was the last in the series for the year.

The Accepted Class of 2014



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Target Class Size: 480

Applications: 4,856

Students Accepted: Approximately 1,360

Acceptance Rate: 28 percent

Early Decision Applications: 553

Early Decision Students Accepted: 230

Average SAT Score: 1408 (710 Writing)

States with Most Accepted Students: New York, Massachusetts, New Jersey, California, Connecticut

Hamilton Among First to Participate in Study on Impact of Liberal Arts Degree

by Emily Delbridge '13
News Writer

Yes, it's true. You get paid 50 bucks to participate in the Wabash study. Now only one question remains - What exactly *is* the Wabash study?

"There is a lot of political pressure to give concrete proof of how colleges are affecting their students," said Gordon Hewitt, assistant dean of faculty for institutional research, as he explained the significance of the Wabash National Study of Liberal Arts Education. He said the point is to offer "a sound way of showing what students are learning" and to improve the teaching methods used in colleges across the country.

Over the past decade, public pressure has prompted educators to focus more and more on showing results. Parents want to know that the money they pay in tuition translates into knowledge and skills.

The academic world has responded to the rising inquiry with an "assessment movement," meant both to prove the effectiveness of higher institutions and to maintain the value of a college degree. The Wabash Study is the latest product of this movement, intended not only to defend the importance of a liberal arts education, but also to direct colleges toward becoming more effective in their instruction.

Forty-six seniors represent Hamilton in the Wabash Study. These students have participated in a three-part longitudinal study, answering written questions at orientation, after their first year and near the end of their senior year. These surveys track progress in several key areas deemed central to a liberal arts education.

One of the study's participants, Victoria Nygren '10, explained her experience with the first part of the study: "When I was a freshman, I took a two hour long exam about my attitudes, values, beliefs, and also a short evaluation of my critical thinking." This is the same battery of tests which is repeated at the end of participants' first year.

As data from this final survey are still being collected at many participating institutions, there is no analysis yet available for the full impact of a Hamilton liberal arts education. Hamilton can expect to view the complete findings in the late fall of 2010.

While the full study is still being conducted, the researchers from the Wabash College Center of Inquiry have analyzed the data from the initial surveys spanning the first year of college experience. Although the data demonstrate little change occurring in students during the first year of higher education, they do indicate that certain "high-impact practices and experiences" increase the effectiveness of college time.

According to the Wabash website, "leadership, openness to diversity and challenge, political and social involvement and positive attitude toward literacy" are the four most important aspects of engaging students.

Hewitt said that these findings, available in detail on the group's website, have been used recent years to help shape the curriculum and class syllabi. For instance, Associate Professors of Economics Stephen Wu and Julio Videras used the findings to look at changes in attitude toward diversity in the classroom.

Participants are compensated for their time with a $50 check and the opportunity to win one of three $500 prizes provided by a stipend.

Hamilton began its participation in the study with the Class of 2006, making it one of the 19 colleges in the first cohort. As such, Hamilton will be among the first colleges in the nation to receive its evaluation of influence according to the Wabash Study. Findings will be available by individual institution as well as in general trends.

Senior Gift Commitee Reaches Participation Goal of 75 Percent

by Nick Stagliano '11
Spectator Contributor

The Senior Gift Committee and the Class of 2010 celebrated reaching their latest trustee challenge deadline on March 5 when it was announced that 84 percent of the senior class had, at that point, contributed toward the Environmental Sustainability Fund – thus surpassing their goal of 75 percent participation for that date.

To reward the Senior Gift Committee and the Class of 2010 – and to encourage the class to reach 90 percent participation by April 23 – the Board of Trustees added $2,500 to the Senior Gift. If the class reaches their next goal, they will earn $4,500 from the trustees, bringing the board's total contributions to $10,000.

The final deadline is Commencement on May 23, when the class hopes to celebrate 98 percent participation. Co-Chair of the Senior Gift Committee Megan Bumb '10 said, "It is absolutely vital that we meet these next two deadlines so that we not only earn an additional $10,000 from the trustees, but so that we can establish a legacy that embodies all of our Class of 2010 pride."

Zeller '04 Tapped by Dems for Congressional Election

Although no formal announcement has been made, many sources are reporting that Matthew Zeller '04 has been chosen by Democrats to run should a special election be called in the 29th Congressional District.

In mid-March, Representative Eric Massa resigned amid controversy surrounding allegations of sexual assault. Since then, county Democratic Party chairs interviewed several possible candidates to replace Massa. Multiple news sources report that the party chairs decided Monday night that Zeller would be their candidate.

Zeller recently returned to the Hill to speak as part of panel discussion entitled "The Way Forward in Afghanistan." Zeller lent his expertise as a Veteran of the war in Afghanistan. While deployed in Afghanistan, Zeller served as a mentor to the Afghan National Police. After graduating from Hamilton, Zeller pursued master's degrees in public administration and international relations at Syracuse University. Zeller is currently working in Washington, D.C. and is a member of the Army Reserves.

Governor Paterson has not yet called a special election to fill Massa's vacant seat. If Paterson does not call a special election, candidates can petition to get on the November ballot.

NESCAC NEWS

by Amanda Jordan '10
News Writer

Wesleyan University / Trinity College / Bates College

According to CNNMoney.com and *The Chronicle of Higher Education*, three NESCAC schools ranked among the top ten most expensive four-year colleges and universities. Wesleyan University ranked seventh with an annual tuition of $51,432 for the 2009-2010 academic year. Trinity College ranked eighth, with an annual tuition of $51,400, a 5.7 percent increase from last year's tuition of $48,624. This increase was the largest percentage increase out of all the colleges and universities on the list. Bates College tied for 10th place with Vassar College. Bates' annual tuition for the 2009-2010 academic year was $51,300, a four percent increase from last year.

Sarah Lawrence University, Georgetown University, and New York University were named the top three priciest universities, with annual tuitions of $55,788, $52,161 and $51,993, respectively, for the 2009-2010 academic year. Hamilton's tuition this year totaled $49,860.

Comprehensive Fee Now Over $50,000

*from **Tuition**, page 1*

the supplementary sources of income that the College depends on for its annual budget. Leach reported that the income from interest on liquid assets dropped $800,000 last year and another $300,000 this year. The endowment, although hurt less than that of many other institutions, has been reduced and is producing less revenue. The Annual Fund, which relies on alumni donations and usually increases by 3-5 percent each year, has not increased in the last few years. The school is raising tuition to compensate for these losses.

Economics Professor Christophre Georges, chair of this past year's Faculty Committee on Budget and Finance, commented on the College's decision-making process. "It's a difficult process to try to figure out how to cover the costs of the education that we provide here while keeping the quality of education high," he said. "We would have to make deeper cuts in programs if we didn't raise tuition."

When contrasted to that of 25 comparable small liberal arts colleges such as Colgate, Bates and Vassar, Hamilton's comprehensive fee "list price" for 2009-10 approximates the average among the 25 schools. Hamilton's tuition increase was proportionally one of the lowest among comparable colleges.

Monica Inzer, director of admissions and financial aid, said, "I'm glad we raised tuition lower than our peers. I think it was a position of leadership for Hamilton."

She added that parents of prospective students are concerned less with how much tuition is going up from the prior year than about how tuition compares to other colleges they are looking at. "They want to know that we will be responsible in setting tuition," she said.

Leach emphasized that the Faculty Committee on Budget and Finance, Senior Administrative Staff and Board of Trustees have been making difficult decisions, including significant cutbacks within the operating budget.

Last year, every academic department was asked to reduce their budget by 4 percent. Leach said that this lead to around $700,000 less in spending. Hamilton also put a moratorium on creating new faculty positions and purchasing new computers. Catering for campus events and the covering of travel expenses were also drastically cut, Leach noted. All of the cuts made last year will remain for the upcoming year.

Next year's operating budget, including financial aid, is projected to be $138 million. Fifty-five million, or roughly 40 percent of that budget, is appropriated to pay wages and benefits for school employees. "We could charge $10,000 a year less for tuition," Leach said, "but we would need to sacrifice our low faculty-student ratio." Hamilton has long considered its 10-to-1 student-faculty ratio as one of the primary reasons students choose the College. Still, Hamilton cut five staff positions last year, and all open positions are being reviewed.

College employees will be receiving wage increases in 2010-11. A 2 percent pool of money is allocated in the budget for faculty and administrator pay raises. A 2.5 percent pool is allocated for support staff. Leach pointed out that these increases are less than inflation as of the 2009's end, which was calculated as 2.8 percent. Leach stated that faculty pay at Hamilton is slightly below the median for our competitor schools.

Georges said, "I think that we're reasonably competitive but that we have a little catching up to do for attracting and retaining faculty. I think it would ultimately be detrimental to the college if we don't pay faculty and staff competitively."

SA Update

by Eve Denton '12
Student Assembly Correspondent

Quiet Study Space in Library

Carolyn Carpan, Burke Library director of public services, was present at the April 5 Student Assembly meeting to update the assembly on the Library Student Advisory Committee. The recently formed committee is comprised of two first-years, four sophomores, two juniors and one senior. The students represent a wide variety of disciplines.

At their first meeting, the committee discussed how the library is meeting student needs. One subject in particular that was discussed at length was promoting the third floor of Burke Library as a study space. The committee felt that oftentimes, new students are unclear on protocols, occasionally even using cell phones in this space that is designated as a quiet zone.

The library is trying to bring notice to this issue by placing posters and small signs on the third floor noting that it is a "quiet study space." The committee's next meeting will focus on the library website.

Movie Channel Forum on Facebook

Several committees gave updates on new ideas and plans for the student body. The Technology Committee has created a fan page on Facebook, the "Hamilton College SA Technology Committee," in hopes of giving students a forum to discuss possible movies for the movie channel.

Student Interests has scheduled a Senior Economic Workshop for Wednesday, April 14, from 4 p.m. to 5 p.m. to help seniors prepare for the real world. Student Interests is also moving forward in making *The New York Times* available on campus next semester.

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Decoding the Honor Code

The Honor Code is one of the central institutions of Hamilton College and is largely responsible for shaping an academic environment based on respect. Every year during Orientation, incoming students are introduced to the Honor Code and all of the responsibilities that it entails. The Honor Code, while consistently followed by most students, is reported as violated a handful of times each semester. A violation of the Honor Code may lead to such serious consequences as an XF on a student's transcript, suspension or even expulsion. Unfortunately, inconsistency on the part of professors and disrespect on the part of students has led to much confusion over the nuances of this important code.

The concept of the Honor Code seems fairly straight-forward: don't cheat. Unfortunately, it isn't that simple. The Honor Code requires students to do all work with integrity; however, the definition of integrity is often left up to the eye of the professor. When members of the faculty inconsistently outline what constitutes a violation, students find it difficult – if not impossible – to stay within the boundaries of the code set differently in each particular class they take.

Rather than a consistent set of regulations that define the Hamilton Honor Code, students are faced with a "spectrum of acceptability." In four years at Hamilton, students are almost guaranteed to have professors all along this "spectrum," from the professor who demands citations if others contribute ideas during passing conversations, to professors who do not require citing the textbook if a student is only paraphrasing. Irregularity in the application of the Honor Code is unfair to both students and professors.

It is understandable that exact guidelines across 51 areas of study would be impossible to determine; however, there is certainly room for improvement, particularly within departments. Students should not live in fear of misplacing or forgetting a citation, and professors should have a clear idea of which situations require the Honor Court and which situations simply require a discussion with a student.

While it is important to deal with situations of academic dishonesty on a case-by-case basis, the decisions should be consistent, and students should have a clear understanding of any potential consequences. The brevity of the Honor Code may be seen as beneficial--it makes the Honor Code simple and easy to understand. But, at a college that offers hundreds of sections each semester, taught by dozens of professors, the guidelines must be more explicit and uniformly enforced.

The Honor Court Constitution stipulates that the College "make provisions for interpreting this system to new students upon their entrance into the College." Unfortunately, the provisions that are currently being provided to students and faculty alike are not sufficient to establish a consistently enforced and consistently respected Code. Simply introducing the subject at Orientation, along with the many other topics introduced, disregards the importance of the Honor Code.

In order for the Honor Code to be effective, the nuances and intricacies must be examined and developed throughout students' and professors' time on the Hill. Placing the details of the Honor Code on the Internet is not enough; the College must be proactive if there is hope to reestablish the uniformity and efficacy of our Honor Code.

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The Spectator's Letter-to-the-Editor section is designed to be a forum for the entire Hamilton community to discuss and debate campus, local, national and global issues. Pieces published in the section express the opinion of the individual writers and are not necessarily the opinions of *The Spectator*, its editors or the Media Board.

Letters to the Editor are welcome from all students, alumni/ae, faculty, friends of the college and Hamilton community members.

Nevertheless, *The Spectator* has the following policies for submission:

1. Submissions are due by 10:00 p.m. on the Monday before publication. The editors reserve the right to refuse any late submissions.
2. Letters should be no longer than 500 words. The editors reserve the right to cut off letters at 500 words.
3. Letters submitted anonymously will not be printed.
4. The Spectator reserves the right not to publish any letter it deems inappropriate for publication.
5. If a piece is determined to be libelous, an unwarranted invasion of privacy, or an unnecessary and/or unwarranted invasion of privacy, or an unnecessary and/or unwarranted ad hominem or personal attack, it will not be published.

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FACE OFF — WILL REQUIRED READING PROVIDE COMMON GROUND FOR FRESHMEN?

PRINCETON UNIVERSITY PRESS

YES

by Rachel Lieb '13
Opinion Writer

The summer between high school graduation and college matriculation is typically filled with nostalgia for the past and apprehension for the future. By the time orientation rolls around, nerves are at an all-time high.

Dean of Students Nancy Thompson, says, "As a way to bring a shared intellectual experience to the new student orientation program, we are soliciting ideas for a common reading that will provide a starting point for a small group discussion during orientation."

Most orientation groups are stifled by awkwardness or embarrassed by their own fears. Instead of being enduring awkward silences, entering classes could readily find common ground through the institution of a summer reading book for the entire grade.

Paige Cross '13 says, "A book could have really helped ease the awkwardness of my orientation group. We didn't really bond until the end of orientation."

Over 200 colleges and universities in the United States have a required reading for their incoming classes. Books ranging from *The Omnivore's Dilemma* by Michael Pollan at U.C. Berkeley and Lafayette College to *The Grapes of Wrath* by John Steinbeck at Cornell University; the graphic novel *Persepolis* by Marjane Satrapi is a required reading at schools like LSU and SUNY Oswego. One of the most popular books for required reading is *Three Cups of Tea* by Greg Mortenson and David Oliver Relin. These are books that can appeal to students from a variety of backgrounds and could inspire and educate students from around the world.

Hamilton is a school that prides itself on the pursuit of knowledge and a liberal arts education. Because of our open curriculum, students have the option to abstain from novel reading altogether. A unifying book could remind certain students of the benefits of a well-rounded course load. A student vote will determine the required reading, which will further Hamilton's values of student choice and responsibility.

While some students might find the extra summer work burdensome, the benefits of having a ready-made conversation starter will make it much easier for many incoming students.

Danielle Brockmann '13 says, "The first week or orientation is beyond awkward. Having a book to discuss will inspire more intellectual conversation along with confidence."

The Hamilton administration has been very thoughtful about the required summer reading for future classes. Not only does the current student body get to recommend books and subsequently vote on the required reading book, but the college will also provide the books for incoming students. As tuition prices rise, families will be free of this extra burden, however small it may be. A required summer reading selection will ease awkwardness, encourage conversation and may even inspire students for years to come.

NO

by Lauren Magaziner '12
Opinion Writer

The assigned book reading for the incoming Class of 2014 is a waste of everyone's time. Books are wonderful, and I am in no way trying to detract from the value of an intellectual conversation about a book. However, I highly doubt that a summer reading book can create camaraderie among strangers; the deepest connection that will happen is shared complaints among incoming freshmen about the assigned work.

I think the problem is more in the purpose of the assignment rather than the act of assigning a book to read. If the purpose of the assignment was to keep the future Hamiltonians from slacking off by the beach, I think that this assignment would fit the purpose. Unfortunately, the assigned reading to the Class of 2014 does not serve its stated purpose of creating bonds of lasting friendship.

Friendship bonds are created with more than a common reading book. I have definitely bonded with friends over a love of a shared book (any Harry Potter nerd is my immediate friend), but never over an assigned book. Because everyone reads the assigned book, it isn't something special that two people have in common. A better bonding technique would be to have each person in the orientation group talk about his or her favorite books, movies, television shows and foods. That would be a more personal experience that would help the freshmen to get to know each other.

If the purpose of this assignment is just to get Hamilton students to read a good book, this treads into difficult territory because everyone has different tastes. While I'm not against reading, I think that forcing students to read something for the wrong reasons is frivolous. Instead, why not send a list of suggested good books, and let each intelligent rising first year decide what to read? I think that we have to trust that these new Hamiltonians will love to read and learn as much as the rest of the community. As a kind gesture of welcoming them into the independent world of college, each pre-frosh should have the opportunity to be in charge of his/her own reading for the summer.

Although other colleges are taking part in this assigned reading, I don't think that Hamilton should necessarily hop on the bandwagon. I think that the summer between high school and college is an important adjustment period, where students need to simultaneously prepare for college and take a break from the monotony of high school work. We have to make sure that incoming freshmen aren't burnt out before they arrive because they didn't have time to relax and rest their brains.

Want to write for Thumbs Up/Thumbs Down?

Prospective writers should submit a Thumbs Up/Thumbs Down column by Monday, April 12 at 11 p.m.

Send all submissions to spec@hamilton.edu

Submissions will be printed in *The Spectator* and voted on by the students.

We're looking forward to your entries!

Thumbs Up

Peeps in a microwave: Funny in third grade, funnier now with college-owned appliances.

Solo cups in commons: It's about time the college appreciated the merits of a gin and tonic on a Monday afternoon.

Silent Disco: WIN. Though 400 drunkards singing along to different songs sounds less like silence and a whole lot more like autistic dolphin sex.

Thumbs Down

All the Freshman girls have grown up: Sh*t, when does accepted students day come around?

The sun is out again: Does this mean we're going to start protesting about everything again?

Harry Potter vs. Twilight in the Annex: First of all, any wizard worth two pixie sh*ts could kill a werewolf or a vampire, and secondly, yes that "Team Jacob" shirt makes you look fat.

Who Cares?

Stewart visits students in Hamilton's France program: proving that you have a better chance of seeing Joan on another continent than you do in Opus.

My Thesis: Sources of error in this thesis include sunshine, my negligence and the complete disregard for the consequences of my actions. So.... We good? Can I graduate now please?

Your summer internship. Seriously. Quit rubbing it in.

by Anthony DelConte '10, Nathan Fedrizzi '10 and Lesley Ryder '11

Disclaimer: The opinions expressed in this column are purely of a satirical nature, and are not representative of the views of *The Spectator* editorial board.

Letters to the Editor

Re: Chris Hill

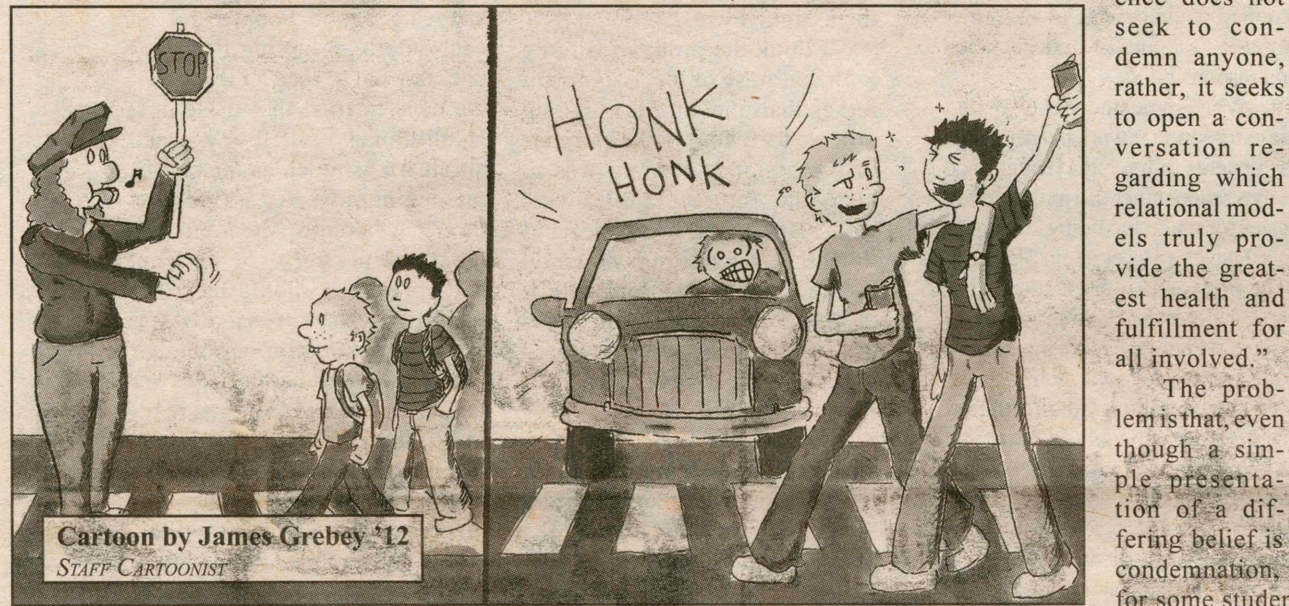
To the Editor:

As most of you are aware, there's been a bit of discussion about my situation here at the college and about the fact that I'll be leaving after this semester. It would have been unseemly for me to take any active part in it, and so I have tried not to comment at all publicly, and very little privately, about it. I will not do so now, either, other than to say two things.

First, I cannot tell you how touched I have been by the outpouring of support, both in these pages and elsewhere. The kindness and compassion you've shown has staggered me. For this, and from the very bottom of my heart, I thank you.

Second, while I appreciate hopes that I might somehow stay, by the middle of last fall the department had made the determination that I would not. That's OK. While I had hoped that things might have turned out differently, I understand how and why the decision was made. A few weeks ago the history department made its choice for the permanent professor of medieval history. They've hired a man named John Eldevik, from Pomona College in California. He is an outstanding scholar and a decent fellow. I have every confidence that he will serve you well in the coming years. I ask only that you extend to him the same patience and courtesy that you have extended to me, and that you will help to make his time at Hamilton as happy as you have made mine.

Sincerely,
Christopher Hill
Visiting Assistant Professor of History



Cartoon by James Grebey '12
Staff Cartoonist

Student Fears Relationship Conference Might Undervalue Certain Gray Areas

Lecturers, Students Should Respect All Relationship Types

by Jessie Brown '12
Opinion Writer

Admittedly, I am a very opinionated person. One opinion of mine is that everyone is entitled to his or her own opinion, no matter how much I disagree. For that reason, I do not object to the Relationships 101 Conference coming to Hamilton. I welcome the possibility of my viewpoint being challenged with ideas I might not otherwise consider.

This conference will not be held until this weekend, so I cannot say what exactly the lecturers will discuss. My arguments are derived from information on their website. However, I feel it is safe to assume that the values they promote online will in some way come out at the conference.

First of all, I object to the e-mail sent out to inform the campus about this upcoming conference. This e-mailreads, "The conference coordinators and speakers recognize that questions of human sexuality are among the most contentious and personal matters in today's society." That said, they caim that this conference does not seek to condemn anyone, rather, it seeks to open a conversation regarding which relational models truly provide the greatest health and fulfillment for all involved."

> "The problem is that, even though a simple presentation of a differing belief is a far cry from condemnation...this conference may do more than just offer an alternate opinion."

The problem is that, even though a simple presentation of a differing belief is a far cry from condemnation, it will be hard for some students to convince themselves that they are not being disparaged or attacked. This conference may do more than just offer an alternative opinion.

The second, and larger, problem is the discussion of what a "healthy" relationship should be like. What they describe as "opening a conversation" in their e-mail is described on their website (loveandfidelity.org) as "teach[ing] what it means and looks like to have a healthy dating relationship." Although they have a right to decide what constitutes a healthy relationship, as everyone does, I am worried that these visitors might imply that other lifestyles are somehow destructive or immoral.

Finally, my biggest concern is the organization's goal "to uphold the institution of marriage, the unique role of the family, and sexual integrity on their [college] campuses," as stated on their website. What I take this to mean is that they perceive the modern hook-up culture as unhealthy or damaging, and that abstinence until marriage is the only respectable option.

Everyone is entitled to his or her own opinions. If the speakers believe abstinence is the best option, that is their prerogative. However, I believe that if someone else decides that he or she wants to participate in the hook up culture that the Love and Fidelity Network warns against, that it his or her own decision. Sexual activity means accepting the possible consequences. Kudos to them for being concerned about the consequences of sex, but if someone is prepared to face them, that is the decision she has made and no one has the right to call it unhealthy - especially if that type of relationship makes her happy and comfortable.

The Love and Fidelity Network website also does not acknowledge the potential value of pre-marital sex within a committed relationship. This type of relationship decreases the chances of catching or transmitting Sexually Transmitted Infections (STIs) and adheres to the concept of sexual integrity. Many pre-marital relationships exist that are both consensual and respectable.

There is a difference between not choosing abstinence and not considering it at all. Sure, the idea of abstinence deserves some thought, but if someone decides that is not the best choice for his or her life, they are not in the wrong for doing so. Guest lecturers are designed to enlighten us on their own views and ideas, but I also hope that these particular speakers will respect the right of each student to decide for his or herself what feels right. After all, everyone is entitled to his or her own opinion.

Relationship 101 Conference

Saturday, April 10
10:30 a.m. - 4:00 p.m.

E-mail registration forms (http://loveandfidelity.aspx?ID=9) to relationships@hamilton.edu

Hosted by Christopher Dawson Society

Sponsored by Chaplaincy, Dean of Students, Students Assembly, Alexander Hamilton Institute, and the Love and Fidelity Network

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DATE NIGHT
STEVE CARELL TINA FEY STADIUM SEATING
●1:00●3:10-5:25-7:40▲9:50 DTS PG-13

CLASH OF THE TITANS IN DIGITAL 3D & DOLBY DIGITAL #1 MOVIE! STADIUM SEATING
●12:10●2:30-4:50-7:10▲9:30 PG-13

HOW TO TRAIN YOUR DRAGON 3D IN DIGITAL 3D & DOLBY DIGITAL
●11:50●2:10-4:30-6:50▲9:00 PG

THE LAST SONG MILEY CYRUS
●12:20●2:40-5:00-7:20▲9:40 DTS PG

THE BOUNTY HUNTER JENNIFER ANISTON
●12:15●2:35-5:05-7:30▲9:50 PG-13

HOT TUB TIME MACHINE JOHN CUSACK
●1:10●3:20-5:40-7:50▲10:00 R

DIARY OF A WIMPY KID
●12:00●2:00-4:40-6:40▲8:40 PG

DISNEY'S ALICE IN WONDERLAND (IN 2D)
●11:45●1:55-4:20-7:00▲9:20 PG

THE GHOST WRITER EWAN MCGREGOR
●1:20●3:55-6:30▲9:10 PG-13

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Weekly Charts

MUSIC

(billboard.com)

Top Songs

1. Rihanna—"Rude Boy"
2. B.o.B. feat. Bruno Mars—"Nothin' On You"
3. Train—"Hey, Soul Sister"
4. Lady Antebellum—"Need You Now"
5. Lady Gaga feat. Beyonce— "Telephone"

Top Albums

1. Justin Bieber—*My World 2.0*
2. Monica—*Still Standing*
3. Various Artists—*Now 33*
4. Lady Antebellum—*Need You Now*
5. Justin Bieber—*My Wolrd (EP)*

MOVIES

(imdb.com)

1. *Clash of the Titans*
2. *Why Did I Get Married Too?*
3. *How to Train Your Dragon*
4. *The Last Song*
5. *Alice in Wonderland*

BOOKS

(New York Times "Best Sellers")

Paperback Fiction

1. *The Girl Who Played With Fire,* by Stieg Larsson
2. *The Girl With the Dragon Tattoo,* by Stieg Larsson
3. *The Last Song,* by Nicholas Sparks
4. *Little Bee,* by Chris Cleave
5. *A Reliable Wife,* by Robert Goolrick

Non-Fiction

1. *The Blind Side,* by Michael Lewis
2. *Are You There Vodka? It's Me, Chelsea,* by Chelsea Handler
3. *Eat, Pray, Love, by* Elizabeth Gilbert
4. *My Horizontal Life,* by Chelsea Handler
5. *A Patriot's History of the United States,* by Larry Schweikart and Michael Allen

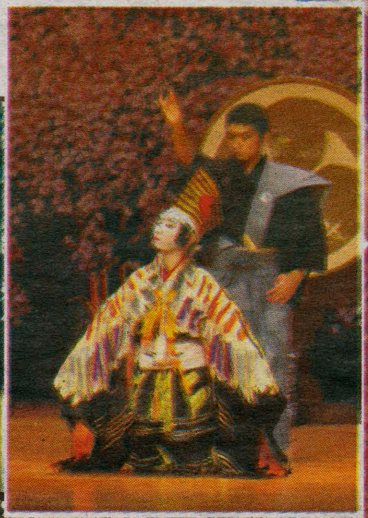
Taiko Dance Appears in a Flash of Color

by Brandon Leibsohn '10
Senior Editor

Drumming up excitement last week was not very difficult for the Tamagawa University Taiko Dance Group. A near full-house crowd packed Wellin Hall to witness the grandiose performances from the 40 Japanese drummers and dancers. The free concert followed a workshop put on by the dance group last Thursday afternoon, where the dancers worked individually with Hamilton students to teach the dance steps that were to be used in the concert performance.

The group consisted entirely of college students, who had spent countless hours training for their U.S. tour this month. Impressively, the Taiko drummers seemed to have the flair and excitement in their movements that typically would be expected from professionals. These college students were able to come across so passionate that it was easy for many audience members to get into the performance.

Additionally, the dancers flowed in between the drummers' pieces and presented original choreography that captivated the Hamilton crowd. Not only did the dancers perform, but they also drew upon audience members to the stage for a collaborative performance. When the Hamilton students entered the stage, the energy in the building seemed to explode as people began cheering and laughing. After the students returned to their seats, the dancers completed their magnificent display of stage control and body movement and left the audience desiring more.



ALL PHOTOS BY NICOLAS KELLER-SARMIENTO '13

Matt & Kim:
An Infectious Indie Duo

WWW.HEAVEMEDIA.COM

Kim and Matt, the creative duo who have taken the indie world by storm with their infectious dance music.

by Taylor Coe '11
Arts and Entertainment Writer

Hailing from Grand Street in Brooklyn, dance punk duo Matt and Kim have been an indie music sensation since the release of their eponymous debut in 2006. Armed with only a keyboard and a drum set, Matt and Kim pound out simple, infectious dance music. Their latest album, *Grand*—expanding on the exuberance of their first album—seems then to derive its name not only from the duo's Brooklyn residence but the rousing nature of the music itself, which certainly finds itself worthy of an adjective like "grand."

Playing unfamiliar instruments (Matt is not trained as a keyboardist nor is Kim as a drummer), the rollicking vibe of their music has its root in its simplicity. Their songs assume an honest, uncomplicated feel that avoids ever sounding rote or inexperienced while maintaining a driving intensity.

Through their extensive touring, Matt and Kim have assembled quite a large and loyal fan base. The duo are recognized and celebrated for their live shows, some of them conducted in private homes and apartments. In these smaller shows, the duo will usually play in the middle of the space and allow a party atmosphere to develop around them. But even in their stage shows, the duo has been known to jumpstart dance parties.

If you have not yet had the pleasure of Matt and Kim's truly infectious music, I highly recommend finding a copy of *Grand* or their debut. Preferably finding it before this Saturday night—when Matt and Kim will appear in a CAB-sponsored concert in the Annex. "I've been looking forward to this all semester!" exclaimed Kayla Safran '13, encapsulating the buzz all over campus that Matt and Kim have generated.

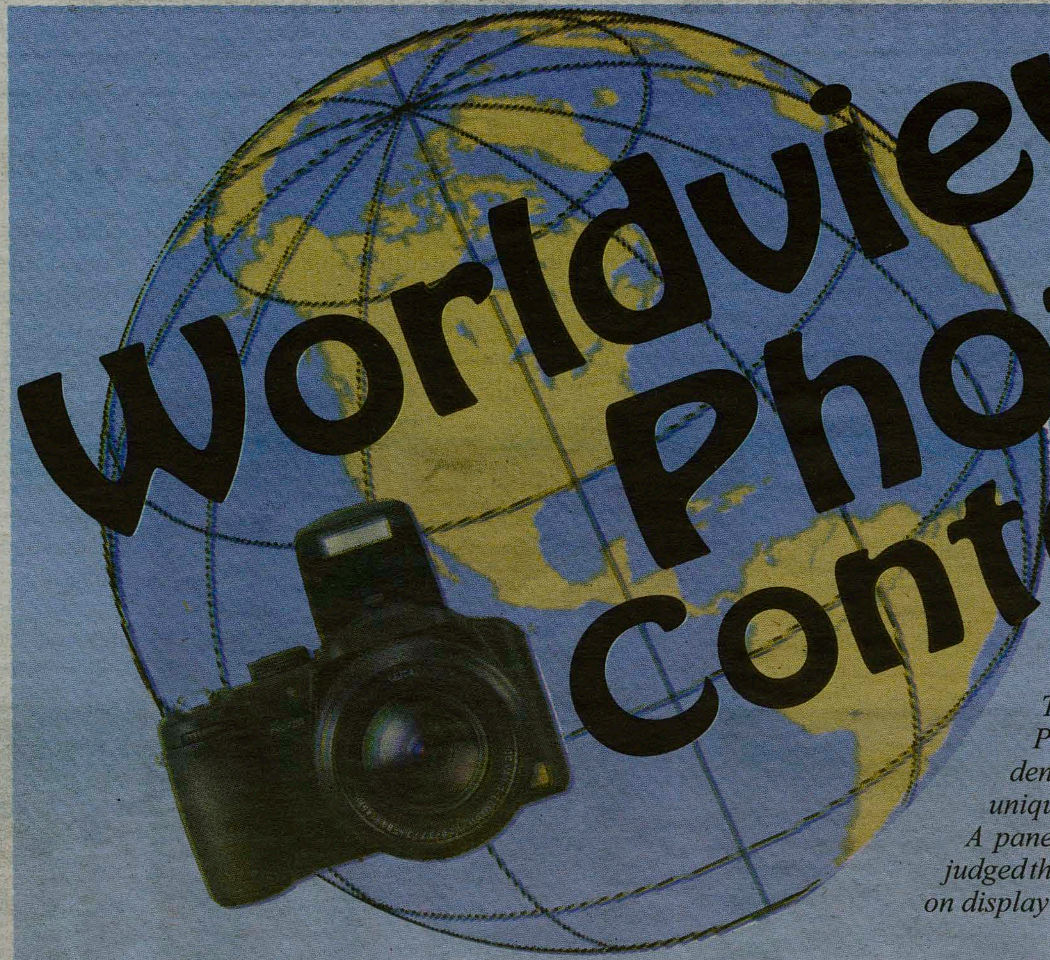
In addition to Grand Street's famous duo, The Downbeat Keys, one of Hamilton's group own groups, and The DeathSet—two other excellent live acts—will be playing on Saturday night. The concert will begin at 8:00 and tickets will be $10 at the door.

Tweed

Thursday, April 8
9 p.m.
The Events Barn

Featuring group members:
Ben Wind on Vocals and Guitar
Richie Klockowski on Lead Guitar
Rob Neighbours on Drums
Louis Croce on Striped Bass

Worldview Photo Contest 2009



The fourth annual Worldview Photo Contest challenged students studying abroad to capture unique images of their surroundings. A panel from the Student Life offices judged the photos, and winning photos are on display in the Dean of Students Office.

Layout design by Erin Hoener '10

First Place 1

Lioness at Sunset

Last spring I studied abroad in Tanzania. The program was not centered at a university, but instead was based on traveling around Tanzania and learning about the beautiful country first-hand. These travels included homestays that gave me great insights into the life of Tanzanian people as well as safaris through several of Tanzania's national parks.

Our final safari was in Serengeti National Park. We spent a full week sleeping in tents at night and going on game drives to watch and study the animals. On our last game drive in the Serengeti – our very last of the trip – we had an amazing drive. We saw cheetahs for the first time, we saw elephants and we saw a pair of lionesses in a tree. This behavior is rare for lions, but not unheard of.

We stopped to watch the lioness for a while. One watched a wildebeest from a distance, got out of the tree, stalked it for a bit, contemplated chasing it, but then changed her mind as the wildebeest wandered farther from her tree. As all this was going on, the sun began to set behind the remaining lioness in the tree, presenting the amazing scene in my picture.

I could not have asked for a better goodbye from the Serengeti. After admiring the scene, we drove back to camp under a gorgeous sunset to spend our last night in the Serengeti. This semester was one of the best times of my life. This picture sums up the majesty of Tanzania and it's wildlife.

Calvin Johnson '10

Second Place 2

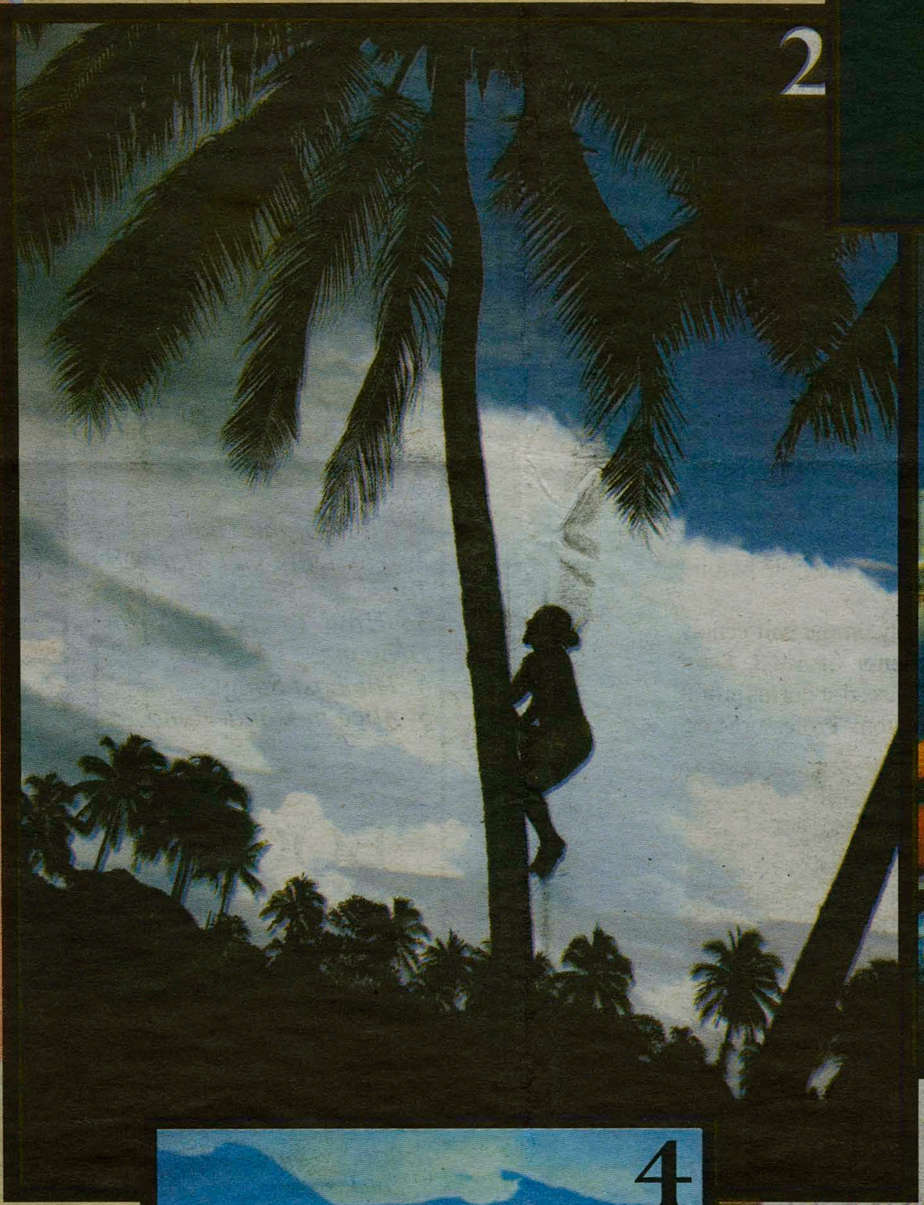
Samoan Climbing for Coconuts

Until the recent tsunami this past Fall, Samoa was rarely mentioned or even acknowledged by the greater world. Refusing to acknowledge the vast ethnic differences and distinct cultural environment each of these islands possess, many only recognize the South Pacific as "paradise" and turn a blind eye to its' internal problems of poverty and development. This picture is taken of my friend Makaele who worked at the beach fales, a family run tourist setting where I stayed while traveling away from my study abroad location, New Zealand.

Makaele lost eight members of his family in the tsunami and helped rebuild his village from scratch. This picture captures both the beauty of this small country as well as the wonderful integrity and resilient spirit of the Samoans who live there. Climbing up a palm tree to fetch a coconut to drink from, Makaele preceded to crack it with nothing but his head and teeth, all the while laughing at our stunned reaction to his admirable tree-climbing skills.

The silhouette of Makaele in the foreground presents a story of tribal purity and a lifestyle of primitive survival that is set in a picturesque landscape of brilliant blue skies among an abundance of nature. However, this silhouette masks the details of the people, the land, and the hardships they endure as they attempt to balance Western modernity with the maintenance of their culture.

Andrea Weinfurter '10



Third Place 3

Opening Ceremonies

This is a photo taken from my home in Hong Kong during the opening ceremony of the East Asian Games that Hong Kong hosted December 2009. This picture was taken from the Kowloon side looking onto the Central side across the famous Victoria Harbor.

The East Asian games, like the Olympics for the west, bring much prestige to the host nation. This was the first time that Hong Kong would host the event since it became a member of China in 1999. This event was symbolic as it was a means to demonstrate Hong Kong's national pride within the region and itself as a strong independent union as China's partner. It served as a means to display its power, prestige and wealth to the Western world as well as to reassure its citizen's during the height of the economic recession. Much of the media focused on Hong Kong's affluence and targeted the West's reluctance and inability to spend.

Fireworks accompanied the dragon boats seen in this picture, as did a light show and days of parades and festivities. Millions and millions of dollars were spent to illuminate Hong Kong's presence in the international community and was the states opportunity to re-introduce itself.

This photo features many of Hong Kong's finest skyscrapers and displays its award winning, world-famous architectural feats which are highlighted through the light-show and building displays.

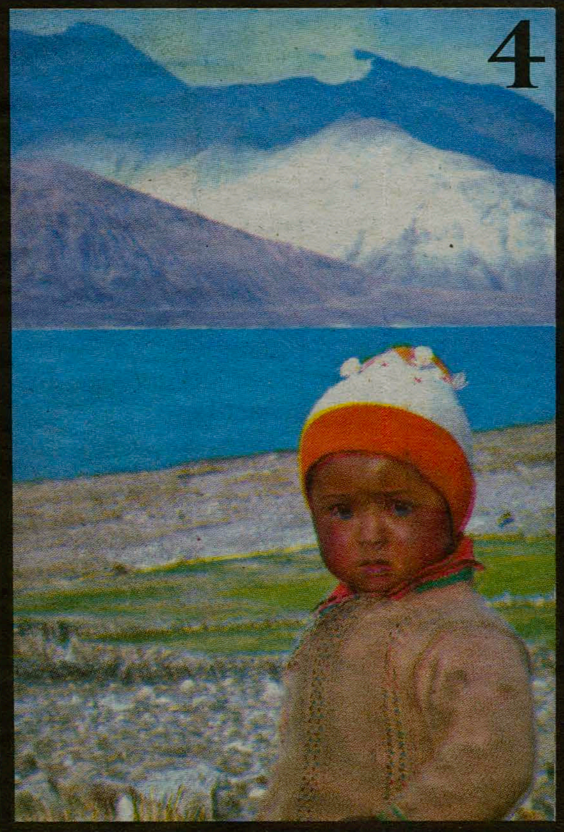
Natalie De Boursac '11

1st Honorable Mention 4

Pangong Lake Child

A sunburnt Tibetan child distracted by the camera while shepherding a herd of pashmina goats with his brother and mother. His eyes waters from the biting wind that gushes even in the summer. Life at Pangong Lake, a 134-km long salt water lake that sits atop the Himalayas at 14,300 ft, is freezing, untoldly simple and unbelievably quiet. Summers are when vegetation grows sparsely around the lake, and the natives shepherd cattle, gather and store yak manure as fuel and prepare food in abundant to prepare for the 6-month long winters, during which temperatures could drop to -35F.

Grace Liew '12



2nd Honorable Mention 5

Hadzabe and myself

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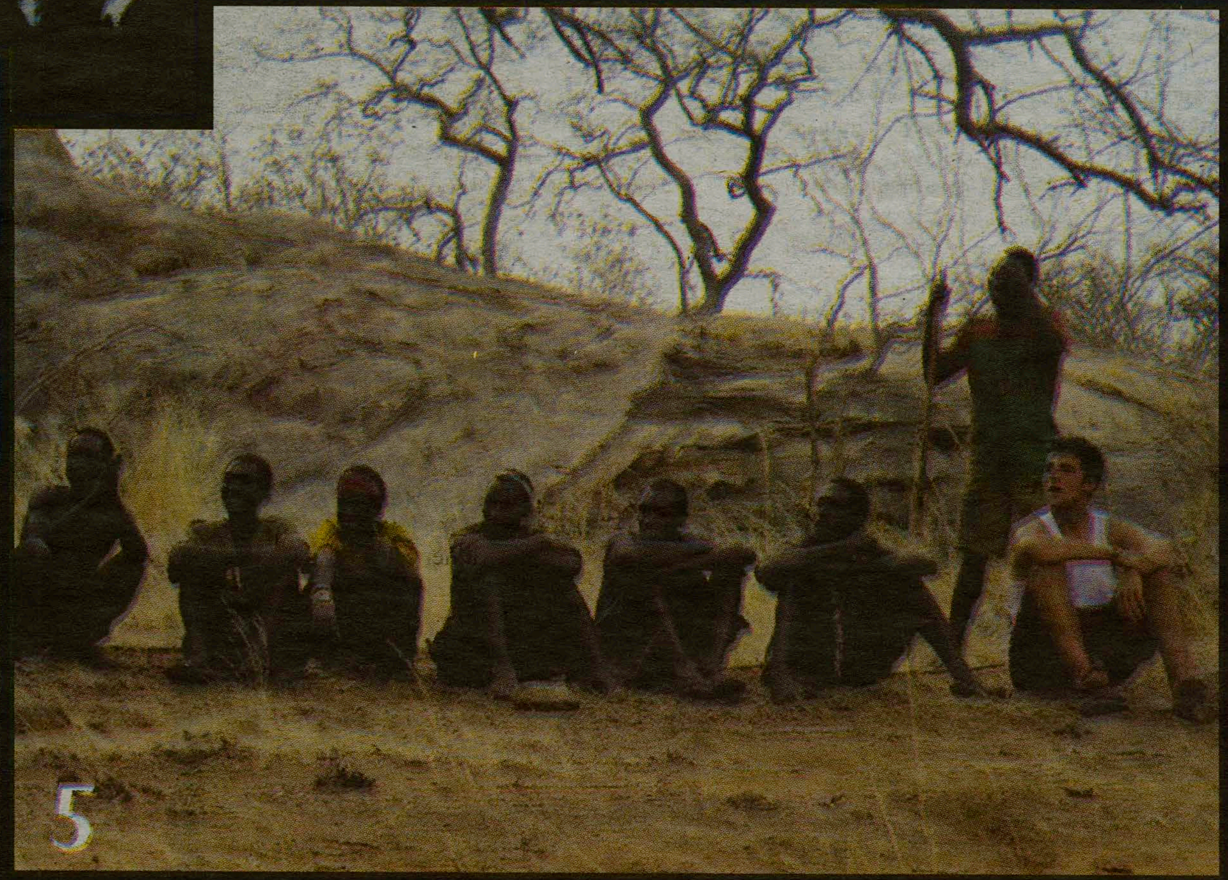
Michael Bethoney '11



3rd Honorable Mention 6

Moraccan Children

I watched from across the dimly-lit room as my two-year old village host brother independently cored and sliced an apple with a small paring knife and then proceeded to pour himself a glass of steaming hot mint tea without spilling a drop. My attention shifted from this toddler's striking adeptness to his mother, who all the while sat motionlessly beside him, simply monitoring. This mother calmly observed as her young son learned through experience, rather than by example. She did not flinch, as I did, while her son used his own palm as a cutting board for his apple, or when he sent the already-peeled apple rolling down the entirety of the visibly dirty sloped room prior to eating it. A few hours later I witnessed a distinct look of adoration and protection in the eyes of this same mother as she gazed at her two-year old son and placed gentle kisses on his nose while he fell asleep on her lap. I recognized that her earlier permissive actions towards her son were not rooted in irresponsibility, neglect or bad parenting, but rather that our different reactions to the apple cutting and pouring of hot tea reflected the vast cross-cultural differences that exist among child-rearing practices in contemporary society.

Nina Connors '10

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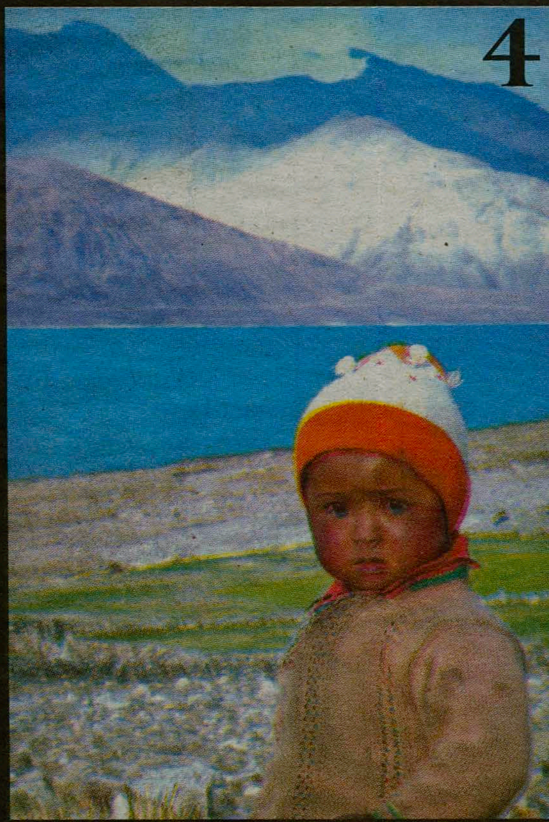

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Calvin Johnson '10

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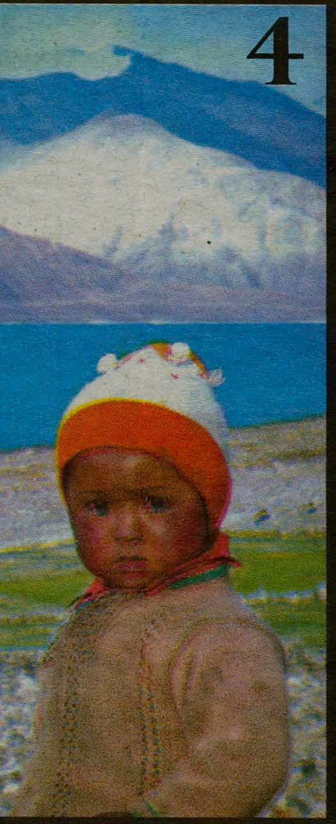

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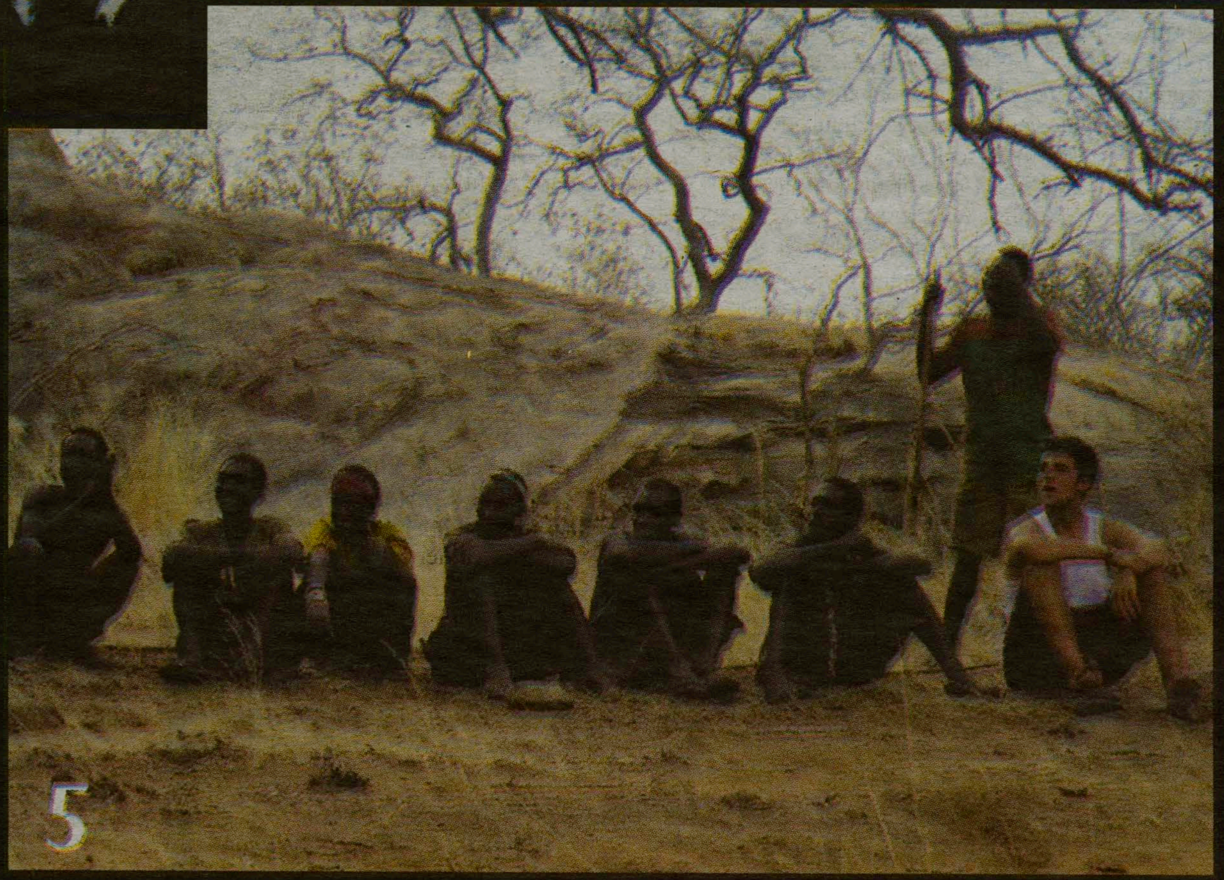

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Watson Scholar Rowe Will Explore Culture and Cuisine

by Meghan Woolley '13
Features Writer

Many of us may not think very hard about what we eat every day, but next year Kevin Rowe '10 will be examining the importance of food in cities around the world.

Rowe is one of two Hamilton recipients of the Thomas J. Watson Fellowship, a grant which allows college graduates to spend a year abroad studying a subject about which they are passionate. Rowe said his project, "Farm to Table: New World Cities and the Changing Landscapes of Cuisine," will study "how food is integral to the social life of cities and how people negotiate political, economic and social differences."

Rowe's interest in food originally comes from his family. He says, "Ever since I was a little kid, I've been really into cooking and food." Cooking was a tradition passed on in his family from his grandfather to his mother, and then from his mother to him. He realized how important cooking was to him when he left home for college. His love of food only increased when he lived in the Woolcott Co-Op. There he enjoyed seeing food go directly from the community garden to their table. He also developed his ability to make up recipes as he went along, and he had the opportunity to cook for and with other people, something he currently practices every Friday when he makes lunch at Opus.

Rowe, a Government major and Environmental Studies minor, wanted to combine his love of food with his interest in politics and urban planning. Last summer while doing a research project on environmental justice and urban planning in New York City, he noticed that a number of people he spoke with wanted to talk about food. He found that about half of the people in the area were buying food primarily at gas stations and weren't getting any fresh produce. He noted that globalization and industrialization, and the accompanying development of fast food, do provide relatively nutritious and safe food to people for whom it wasn't available to before. However, the same development has altered the importance of traditional cuisine and the view that people have of food in general. These factors became an integral part of Rowe's Watson project.

Rowe will use his Watson to study the effects of globalization on food.

Rowe will be spending a year in cities in Cyprus, India, China, Nicaragua, Chile and possibly France. He has chosen cities he describes as "new global cities," places that are growing and expanding and affected by globalization. Each city is undergoing different changes and faces a set of distinct challenges. Hyderabad, India, for example, is characterized by uneven development, and Chile is faced with pollution and a sprawling population.

He aims to spend two months in each place. For the first month he will visit farms to learn about traditional agricultural practices and the cultivation of the major ingredients in traditional dishes. The second month he will spend with local families, learning about how they prepare cuisine, from shopping in the market, to cooking, to eating a meal. He also plans to visit restaurants and learn about the cuisine there. He will study traditional recipes but also how those recipes are changing, especially with the availability of new types of food and agricultural practices brought by globalization.

Taking into account these changes, Rowe hopes to study the role that food plays in society. While food is sometimes viewed as an art and often simply as fuel, Rowe recognizes the ties that it can form between people. He aims to examine how "food and urban life coexist" and the "connections traditional meals form between disparate populations."

Taking Rowe's subject into consideration, next time you go into Commons or McEwen, you may want to think a bit more about your meal. Rowe's project aims to reveal more about what exactly the role of food is and how that role is changing across the world.

GRAPHIC BY NORA GRENFELL '12

A.H.I. Sponsors Visit to Historic Alumnus Estate

by Bianca Dragan '10
Senior Editor

Last week, Harvard Professor of English and American Literature and Language John Stauffer visited Hamilton College to give a talk on "Abraham Lincoln, Frederick Douglas, and the Great Books." He also accompanied a group of Alexander Hamilton Institute fellows on a fieldtrip to the Gerrit Smith Estate in Peterboro, New York.

Gerrit Smith was an ardent abolitionist and a munificent philanthropist who graduated from Hamilton in 1818. The Smith Estate once included the mansion house, which burned to the ground in 1936. Every year the Estate is used for reenacting the Civil War Days, an event that will be held this year from June 12-13. Stauffer explained that Smith's mansion house was a meeting place for many abolitionists, including Frederick Douglas and John Brown.

Interestingly, it was Smith's father Peter Smith who founded Peterboro. Stauffer mentioned that he was a close friend of the Oneida Chief Skenandoa, after whom he named his first son, Peter Skenandoah Smith. Later, Gerrit Smith transformed Peterboro into a communitarian, almost utopian town. Stauffer explained how Smith believed that Peterboro's symbolism would transform the country's perceptions on slavery. If Peterboro could function like a model interracial community, then by comparison with other towns the power of moral persuasion would abolish slavery in those communities.

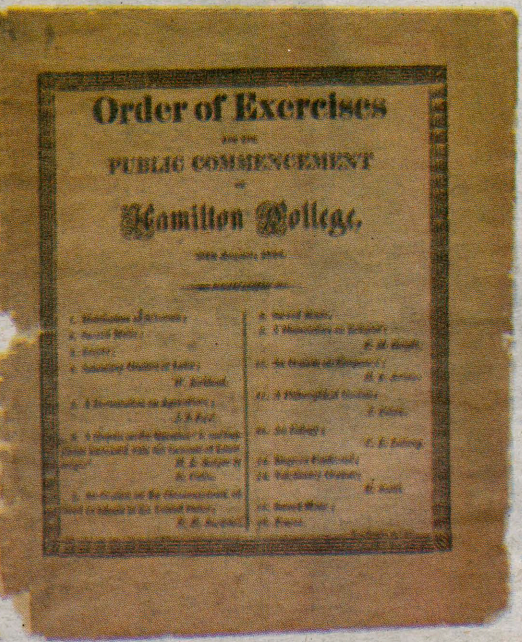
Stauffer emphasized the philanthropist side of Smith, his openness and hospitality to strangers. Stauffer added, "Gerrit Smith would buy slaves and then find them jobs in Madison County, which was the most abolitionist county in the country in the 1850s based on voting trends." Stauffer explained that to avoid the suffrage restrictions on blacks in New York (taxable property exceeding $250 in value) Smith donated land generously to the black slaves: "40 acres, if cultivated, would provide the $250 that gave them the right to vote."

As an immediate abolitionist, Smith advocated for the immediate end of slavery without any uprisings in society as well as for the end of all sins, including alcohol consumption.

Stauffer also explained that "Smith was immensely fond of Hamilton," donating generously to the college. In his book "The Black Hearts of Men: Radical Abolitionists and the Transformation of Race," Stauffer mentioned Hamilton College several times in relation to Gerrit Smith.

An all-male school, Hamilton "had a strict code of conduct that forbade drinking, gambling, absence from the twice-daily chapel services and any form of sexual activity, and Gerrit never received a demerit, reprimand or fine."

Stauffer also wrote that Smith delivered the valedictory address at his commencement in 1818. Smith married Wealtha Backus, the daughter of the first Hamilton President, Reverend Azel Backus. Stauffer quoted Gerrit as saying of the Backuses, "Never was there a family more affectionate nor never one more worthy of the affection of others."



Order of Exercises
FOR THE
PUBLIC COMMENCEMENT
OF
Hamilton College,

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The Commencement broadside for 1818, featuring valedictorian Gerrit Smith.

During the Gerrit Smith Estate tour, Stauffer reminisced about his studies at Yale University, where he received his Ph.D on American Studies. While researching the life of Gerrit Smith in Yale's Sterling Memorial Library for a paper assigned in Professor Davis's class, Stauffer had what one might call a transformational experience and envisioned his future research on the well-known Hamilton alum. Not coincidentally, Stauffer dedicated "Black Hearts of Men," which focuses on four important abolitionists – James McCune Smith, Frederick Douglass, John Brown and Gerrit Smith, to his Yale mentor, Professor Davies. Under "Acknowledgments," Stauffer described Davies: "he has not only expanded my mind and heart, but has inspired me in ways I never thought possible before I met him."

Similarly, in the half century annalists' letter of 1868, Gerrit Smith reminisced about his professors at Hamilton: "Professor Strong still lives, and still does my heart go out to him in gratitude and love for his unwearied endeavors to bring forward his classes." He ended his letter, hoping "nature, so lavish of her beauties without these walls, be more honored by the studies within them."

Professor Stauffer's visit was sponsored by the Department of History at Hamilton College and the Alexander Hamilton Institute for the Study of Western Civilization.

PHOTO BY BIANCA DRAGAN '10

The Smith's Estate's Civil War Reenactment in 2009.

A Charitable Feast: Oxfam Hunger Banquet

Erika Desmond '12
Features Contributor

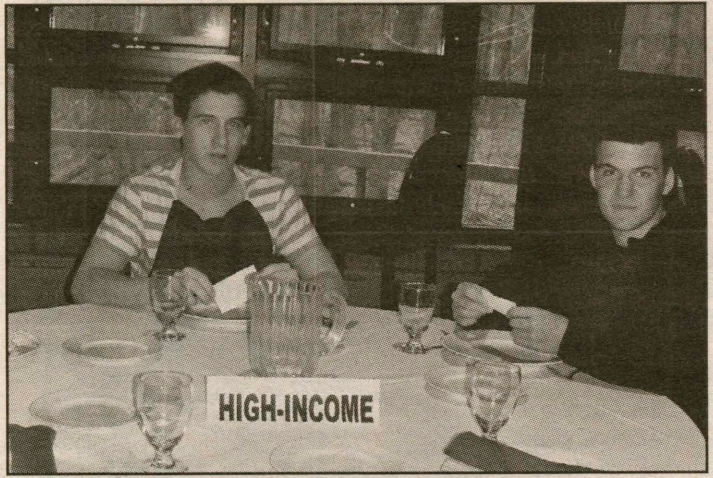
At the Oxfam Hunger Banquet, the experience of many meant coming hungry and leaving... hungrier. Students gathered in the Tolles Pavilion last week to eat meals representing the food of varying income groups, as speakers touched on a variety of food-related issues.

"The speakers were amazing. They sent us some very powerful messages that I hope resonate with the students, at least for a while," said Alexandra Isaacs '10, the president of Students for International Public Health Awareness (SFIPHA).

The participants were divided into groups based on cards chosen at random, ranging from a fifty year old Cambodian man whose land was covered in land mines that prevented him from farming, to a woman living in India in a house with servants and children in private school.

Members of the group had signed up a few days before, giving their Hill Card numbers to donate the funds from the day's meal plan dinner to Oxfam's Haiti relief and a project to build a health clinic and school in Sudan.

The students from the highest income group ate meals of pasta and salad at tables, while the middle-income group helped themselves to a simpler meal of rice and beans. The students in the lowest income groups sat on the floor and gathered around a portion of white rice and ate with their hands, representing the 50 percent of the world who have very little or nothing to eat.



James Crafa '12 and Joe Ely '12 drew the "high income" meal, entitling them to a table, pasta and salad.

The banquet began with members of SFIPHA describing characteristic qualities of each of the generalized income groups, as students began to eat their respective meals. The next group of speakers were students who had participated in the Alternate Spring Break program in Washington D.C., serving food to the homeless through a faith-based organization called The Pilgrimage.

Each participant spoke briefly on what they had taken from the experience, whether it was a newfound awareness of the wealth disparity in America, or the dehumanizing aspect of being ignored by passers-by.

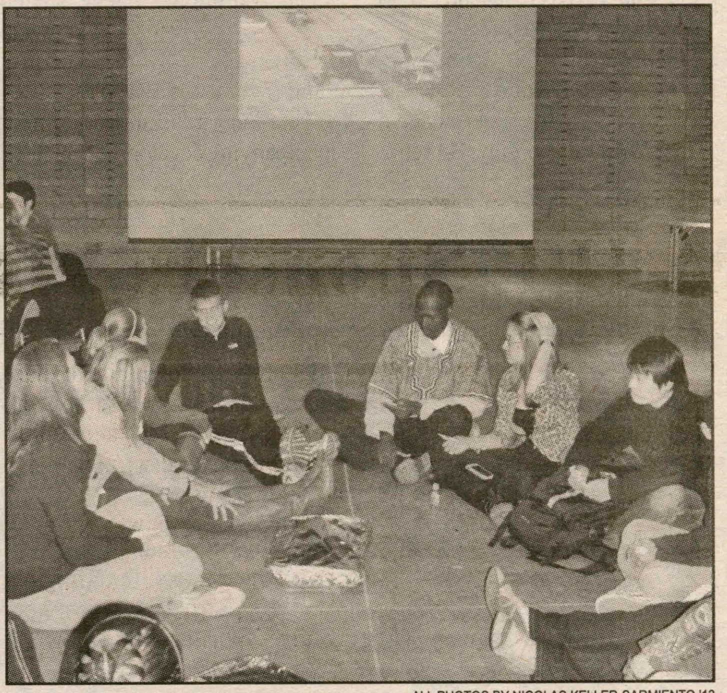
After the ASB group presentation, Naomi Guttman, professor of English and Creative Writing, covered a variety of food-related topics in America, including slow foods movements, the nutrition problems with school lunches and efforts the Obama administration is trying to make. Professor Guttman concluded with a reading of a poem by Campbell McGrath.

The last speaker to take the stage was Moses Agapito, one of the Lost Boys from Sudan, who, after spending ten years in a refugee camp in Kenya, came to the United States in 2004 and now lives in Utica.

Agapito spoke on a number of issues, including the huge problem of AIDS in Africa and the numerous ways it can be spread, from the customary practice of polygamy to simply sharing a toothbrush.

He also talked about the constant struggle against hunger, and how food was equivalent to happiness for them. Alyssa Kanagaki '10 voiced her frustration, saying, "It truly bothers me when people complain about food in Commons or the dining halls because at least they have food! How would these students react to being chosen as a member of a low-income group and forced to sit on the ground and eat from a communal rice bowl? The Hunger Banquet did just that."

Agapito also emphasized the problem of obtaining clean water, and talked about his current efforts to return to Sudan build a health center and a school in his home village. Afterwards, he thanked the students for coming and encouraged them to stay involved and to make their own attempt towards alleviating poverty and hunger around the world. Sarah Weatherall '12 added, "We had a great turn out. Thank you to everyone who donated their meals and took time to learn more about progress to be made in the future."



ALL PHOTOS BY NICOLAS KELLER-SARMIENTO '13

Some participants ate communal style on the ground.

FROM WHERE I SIT
HAMILTON'S INTERNATIONAL PERSPECTIVES

One Student, Many Voices

by Geo Custodio '10
Features Contributor

I was born to speak many languages. Growing up in a developing country, a post-colonial one at that, I was inundated by the pervasive and destructive mentality that the idea of the foreign other was always better: foreign movies, foreign goods, foreign tongues and foreign husbands. Growing up in the Philippines, both English and Filipino were spoken in my home. Our house was run by a general—I mean an actual military general, a prominent and politically active one. So the need to master the English language was tantamount. My siblings, cousins and I, as the grandchildren of this man, should convey the dignity of our lineage through everything in our carriage, including our appearance, our manners and our speech. Blah, blah, blah.

In the Philippines, it's not just what you say or how you say something that matters. Even your accent could be used as measurement of your prestige. From the way I spoke English, one would assume my gender (feminine), what school I attended (the expensive International School), how much my parents earn (less than they think) and how much my family is worth (to me, much more than they can imagine).

The term slang is given to the 'American' accent some Filipino English-speakers have (or fake). It's classy. When one is slang a direct connection is made—that person has the means to travel abroad, attend prestigious American/International Schools, or better yet—they grew up stateside. Fil-Am. Am-boys and Am-girls. Growing up speaking English, and attending the International School Manila for seven years, here I am: slang.

But you know what's really funny? At Hamilton, the assumptions continued. Accents are relative. My slang accent at Hamilton translates to having no accent. So it was always assumed that I was from any one of these places a) New York City b) LA or c) Hawai'i. Wrong.

"Oh, I grew up in Manila."

"California?"

"You're so fired."

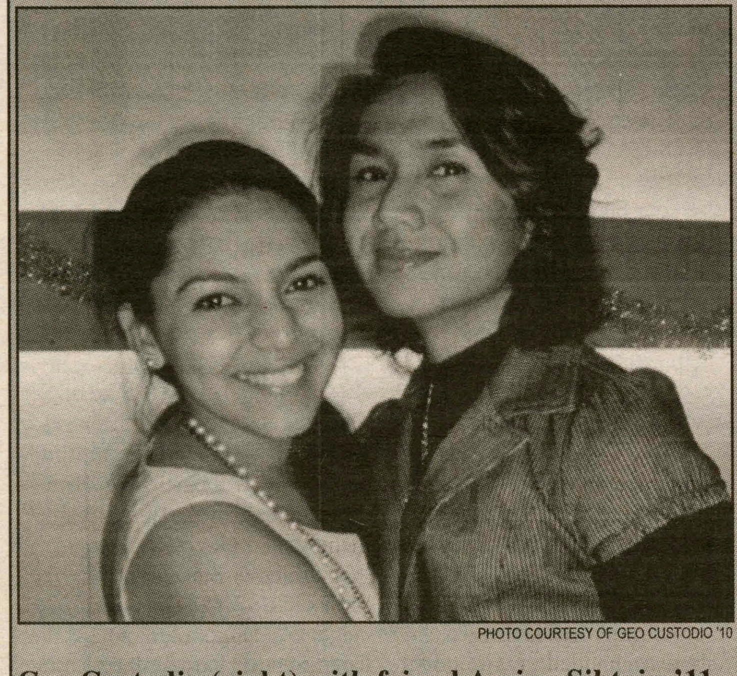


PHOTO COURTESY OF GEO CUSTODIO '10

Geo Custodio (right) with friend Amina Sibtain '11.

But like I said, I was born to speak many languages. Not only am I linguistically ambiguous, but the language of my gendered performance blurs the edges of my identity as well. Growing up, I was taught a very "Masculine" vocabulary—one I never mastered. My pidgin performance of gender was often reprimanded. Feminine gestures hushed like cuss words. My mom would comment on my imperfect slang. It was too sing-song-y. Emphasis and vocal flourishes are not part of the Masculine vocabulary. Talk like a boy. Forget about mascara and stilettos.

But you can't forget your mother tongue. My home was run by military men, but my female cousin and I were raised by women—Mommy, aunties and an ever-changing squad of nannies. It's like my Masculine grammar was learned in the classroom, but my Feminine words were learned on the playground. My Valkyrie protectors in effect taught me to speak "Woman." In more ways than one, it's my mother tongue.

As English was preferred to Filipino, Tagalog specifically, so Masculine was preferred to Feminine. It was expected—no, demanded—that I speak English and Masculine only. I tried it for a while: BO-RING, and honestly, a little depressing. In time I was ready for high school. It was the time when boys became men, and girls became women. What would I become? What should I speak? English became literature and Tagalog was reserved for gossip.

Throughout high school and now here at "Hamtech," I've learned many things, but the most important lessons really were not learned in class. It's this thing called life—living, I mean, really living—that teaches you so much more. I've learned that regardless of how we speak, we all have something to say, we all have stories to tell. Somehow, I managed to muster up the courage and just speak. Speak to my friends, eventually to my parents, speak to the world. Once I started to speak, I simply became.

Now, the language I speak—words, accent, gestures, mascara and everything—let me tell you honey, it's pretty damn romantic.

From Where I Sit is the ESOL column that represents the non-native English speaker's point of view on his or her experience at Hamilton. If you have a ***From Where I Sit*** *story that you would like to share, please email bbritthy.*

Anthropology Professor Combines Politics With Science In Work with Sinixt First Nation

by Nathan Goodale
Assistant Professor of Anthropology

This is part of a series on the research our professors pursue outside of the classroom. It is intended to further the Hamilton Community's understanding of the scientific and academic community we have on campus.

What is your specialty in your field?

I am a scientifically oriented archaeologist with specialties in paleodemography (the study of human population growth rates through time, among other things), stone tool technology and evolutionary theory. I conduct work in the Pacific Northwest of North America, the Middle East and western Ireland. These field projects have focused on the formation of villages with the link between resource bases and population aggregation/disolution.

What research question(s) are you currently interested in?

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I am currently involved in a couple of projects. The first is looking at evolutionary patterns of cultural transmission (how people learn from each other) and how this affects the morphology of the stone tools they made in the past. We have several case studies in the works comparing projectile points (arrowheads) during different time periods: These include the first agricultural communities in the Middle East, the migration of Athabaskan language-speaking people from the North American Pacific Northwest to the Southwest, the abandonment of the Mesa Verde Region in southwestern Colorado and the hypothesized migration to the northern Rio Grande.

All of these projects have been Hamilton College student projects, two of which have been senior theses. My student Maddy Gunter '11 and I are also conducting a project on the elemental composition of gravestones dating from the Early Christian expansion into western Ireland. We think we will be able to source where the headstones were made and then exported out for use in burial practices.

The final project I am working on is examining the paleodemography of a First Nation village in southeastern British Columbia. The site also serves as a field school for Hamilton anthropology students. We are working on the project with the Sinixt Nation, who call the area their ancestral territory. We are working directly with them in order to help better establish their antiquity in the area.

Why are you interested in these questions?

These are all fascinating projects. Probably the most significant project is our work with the Sinixt First Nation. The Sinixt are not actually recognized as a First Nation group because they were pronounced extinct back in the 1960s. Our archaeological work is important because we are able to look at the ethnographic accounts of the Sinixt and then see the correlates back through time.

In this situation it is not just a pursuit of knowledge about the past. It actually means something to a people who are trying to reestablish themselves in a land they called home for potentially thousands of years. The other projects are important because we are attempting to link evolutionary theory and how it can be useful in understanding human behavior and decision making.

What methods are you using to answer these questions?

Through a series of independent studies we have developed computer software that enables us to measure the morphological shape of stone tools. We are then using a variety of statistics to test how similar or different each tool is from the others, the idea being that a person will make several of the same type of tool in a manner that they will look similar in the end. We are also using portable X-Ray Fluorescence technology to analyze the elemental composition of stone. By measuring both the artifacts and the quarries we are able to trace the artifacts back to their original source. This can help us interpret peoples movements across a landscape and also how materials are being distributed.

As an archaeologist I use a range of other instruments from high precision Global Positioning Systems (GPS), high performance computers and the Scanning Electron Microscope to tape measures and line levels.

What impact do you hope your work will have?

If anything, I hope that my work will aid in a better understanding of the past for not only myself and colleagues in academics but also to the public. It has always been my assumption that an informed public can be advocates for the past and help us to protect the rapidly disappearing archaeological record.

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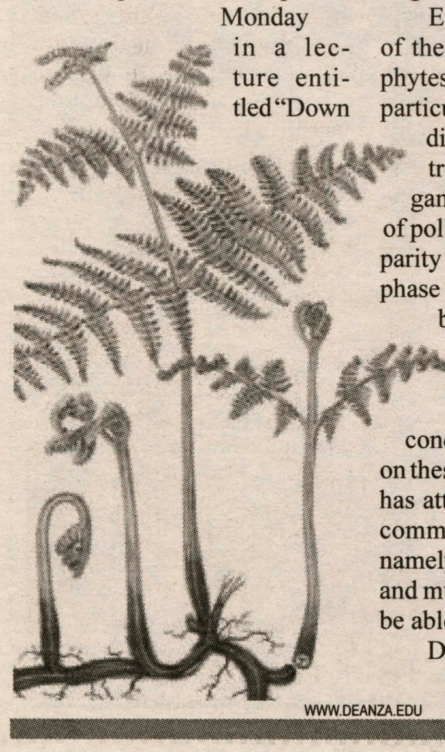
ABOVE: ANTHROPOLOGY.NET; CENTER: WWW.WISCONSINHISTORY.ORG

The Hidden Side of Ferns' Genetics

by Ben Trachtman '12
Science and Technology Editor

If you were to think of a fern, you would probably imagine a broad-leafed plant growing by a stream in a forest somewhere. Even though this is the common idea of a fern, Professor Eddie Watkins, Ph.D. of Colgate University argues that we should pay more attention to the smaller, less obvious form of the plant. Dr. Watkins spoke on the topic on Monday in a lecture entitled "Down with Diploid Chauvinism: Ecology of the Fern Life Cycle."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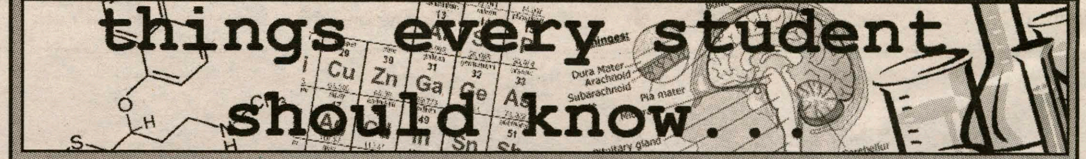
All plant species have a pattern in their life cycle called alteration of generations in which they switch back and forth between having two copies of a gene or just one. Diploid phases have two copies of their genes and are called sporophytes because they reproduce by making spores. These spores grow into gametophytes, which only have one set of genes and so are haploid.

Even though they are part of the same species, the sporophytes and gametophytes of a particular plant can be wildly different. For example, a tree is a sporophyte, but its gametophyte phase is a grain of pollen. There is a similar disparity in ferns: the sporophyte phase is the typical leafy plant, but the gametophyte phase is a tiny green blob about half an inch across.

Dr. Watkins has conducted most of his research on these little clumps of cells and has attempted to disprove some common notions about them, namely that they only live briefly and must have plenty of water to be able to survive.

Dr. Watkins carried out his

see Ferns, page 13



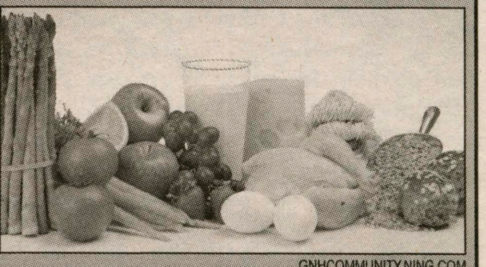
The Best Snacks for Studying

by Julia Litzky '12
Science & Technology Editor

As the semester winds to a close and finals week approaches, you may increasingly find yourself wandering to the vending machine in search of a late night snack to keep you up and help you study. However, much of what's in the vending machine will actually make staying awake more difficult.

When searching for energy food, it's important to combine complex and simple carbohydrates, protein and fiber. High sugar foods, such as candy bars, may seem ideal, but they are only a temporary fix. They'll cause a sharp spike in your insulin level, which will make you more alert for a while, but the spike will be followed by a crash, making you more tired than you would have been otherwise.

A more ideal snack combines complex carbohydrates, such as those found in potatoes and other starchy foods, with simple carbohydrates, such as those found in fruits and vegetables. This allows for both an immediate boost of energy from the simple carbohydrates and a longer-term boost as your body digests the more complex carbohydrates. Fiber is also important, as it slows your body's absorption of carbohydrates, making the energy boost from a snack steadier and less likely to result in a crash.


GNHCOMMUNITY.NING.COM

When searching for such a snack, try to avoid processed carbohydrates with low fiber content, such as those found in many of the junk food available in the vending machines. These act as simple carbohydrates, and are processed by your body in the same way as sugar, ultimately resulting in an insulin spike and an energy crash.

Protein is also important to alertness, and foods high in protein help your body and brain function properly. Some balanced snacks include popcorn, which is both a whole grain and contains lots of fiber, hummus and vegetables, which contains lots of protein and fiber, low-fat yogurt or cheese, peanut butter on whole wheat crackers, nuts and fruits and vegetables.

In addition to choosing the right snacks, there are several other things that can help you maintain your energy levels toward the end of the day. First, it is better to eat smaller amounts steadily throughout the day, maintaining a relatively stable level of insulin, than to allow your insulin levels to fluctuate dramatically by skipping meals or overeating.

Eating breakfast is important for maintaining steady insulin levels throughout the rest of the day, and also in preventing you from eating too much later in the day. Regular exercise also encourages wakefulness.

Finally, if you plan to make up for lost sleep on the weekends, you should keep in mind that alcohol disturbs the brain's deep sleep cycle, which is vital to being well-rested. You may think that sleeping late will be enough, but if you've been drinking, your brain might not get the rest it needs, no matter how long you sleep.

April 8, 2010

Internet Censorship, Conflict with Google in China Affects Hamilton Students Studying Abroad

by Yinghan Ding '12
Science & Technology Writer

Modern technologies have changed the way we think about the world. Email, instant messaging and Skype are just a few facets of the Internet that have revolutionized communication across the globe. With these tools, students who go abroad can easily stay in touch with friends and family and catch up with local news back home. However, students who travel to China face problems that they might not be used to, like censorship. Google's recent dispute with the Chinese government calls into question the relationship between government and freedom of information.

After two months of negotiation with the Chinese government, Google's Senior Vice President for Corporate Development David Drummond announced Google's exit from Mainland China, redirecting its users to the Hong Kong based search engine. With Google's exit, its competitors in China are itching to seize the market share left by Google, stirring up the largest "war" in the history of the Chinese search industry.

After Google's decision to leave China, an online survey was conducted by Huanqiu.com, a leading international news website in China. The result showed that 73.7 percent of people indicated that there is "absolutely no effect" of Google's exit on their daily use of the Internet. Unlike in the United States, where Google dominates the online search industry, Google faced intense competition in China. According to a recent market survey, Google currently holds about 20 percent of market share in the Chinese market, while its largest Chinese competitor, Baidu.com, controls about 70 percent of the market.

Unlike the apathetic reaction from the majority of the Chinese Internet users, Google's competitors are desperate to take a share of the spoils. After Google's exit, it became clear that Baidu has the most strength in taking over Google's market share. On the second day after Google's announcement to exit the Chinese market, the CEO and founder of Baidu.com, Li Yanhong, had posted a message on the Baidu website that set off a new upsurge of discussion.

By taking over the market shares left by Google, Baidu will achieve total dominance in the online search industry in China. It is then not surprising to see Baidu's ultimate ambition to extend its market and compete with Google in the global market. The stock price of Baidu has been reaching historical highs (a total of 44.5 percent increase since Google's intention to exit revealed) over the past few months, so it is obvious to see how positive investors are in terms of the future market value of Baidu.

Of course, Baidu is not the only firm that casts covetous eyes on the market share left by Google. Sogou, the third largest search engine in China after Baidu and Google, is also taking quick actions to ensure its own piece of the pie. The CEO of Sogou, Zhang Chaoyang, was the first one to publicly announce the intention to seize the market left by Google.

As early as January, when Google threatened to leave, Sogou had begun to negotiate with Google's advertising agents on details regarding the potential takeover. Even though Baidu has a clear advantage in the market, Sogou is seen as the major competitor to Baidu after Google's departure.

Another underdog that might take advantage of Google's departure is Microsoft's Bing, who currently holds less than 1 percent of the total market share. However, since the majority of Google's users are among the elite and know English, it is likely that these people will switch from Google to Bing. The management team of Bing is planning to cooperate closely with service providers and increase Bing's vertical coverage of its service so that it can link customers and popular Internet applications more quickly and accurately.

"The internet there is fundamentally different from here, because it's a lot slower largely due to the fact that that everything is monitored," said Colin Clark '11. "They have a content sensitive filter based on key words. So say you're looking at The New York Times website. On certain days that will be blocked, and on certain days certain articles would be blocked, based on key words, say, human rights. There was a week and a half when you couldn't use Facebook without a downloading a proxy server that gave you a fake IP address."

Google's departure didn't earn much sympathy in China. Many companies operate in foreign countries, and it is important for a company to obey the rule of law of that country. Google is no exception. No government in the world accepts and will accept the Google rules as laws - not even in the United States.

As one Chinese student mentioned in his blog on Baidu, "Twitter doesn't give me more than Baidu Blog, YouTube doesn't give me more than Tudou, Facebook doesn't give me more than Renren, and Google doesn't give me more than Baidu, Why should I feel sorry about Google's departure?"

TECHGUYLABS.ORG; CENTER: WWW.BAIDU.COM

With Google leaving China, several other search engines, such as Baidu are trying to take control of the market.

Science News Off The Hill...

Researchers Discover New Element

Scientists have artificially created the latest addition to the periodic table. The still-unnamed element has an atomic number of 117 and fits into the last gap on the list of 118 previously observed elements. Researchers have observed a trend of increasing stability as atoms get larger and larger after a certain point; before the point, large atoms are more prone to radioactive decay. Although 117 still has a very brief lifespan, heavier and more stable atoms synthesized in the future could have revolutionary chemical qualities.

Scientists Find Possible Genetic Basis for Obesity

A Chinese team of researchers has identified the fat mass and obesity-associated gene that could provide insight into how we become obese and how we can stop it. By observing its molecular mechanism, the team might be able to design a small molecule to intervene and prevent it from carrying out its typical functions. Hopefully blocking the gene will lead to blocking obesity, which in turn leads to several health problems such as heart disease and diabetes. The World Heath Organization predicts that there will be over 700 million obese people worldwide by 2015, so a breakthrough now could save millions of lives later.

Solar-Powered Plane Takes Flight

The Solar Impulse is the prototype of a plane with the goal of flying around the world using only solar power in 2012. It has a wingspan of over 200 feet, larger than that of a Boeing 787, even though it weighs nearly half a million pounds less. The obvious disadvantage of the design is the difficulty of flying at night, but the solar impulse has batteries that it can rely on in the absence of sunlight. Its first flight lasted for 87 minutes, a promising start for a design that could be used in the future to phase out jumbo jets in favor of lighter, more energy efficient models.

Colgate Professor Argues for Focus on Fern Life Cycle

from Ferns, page 12

research in the rainforests of Costa Rica, where he studied the gametophyte stages of terrestrial species, those that live rooted in the ground, and epiphytes, species that live in the forest canopy attached to other trees. His research found that epiphytes live significantly longer than terrestrial species do, which disproves the idea that all fern gametophytes die quickly.

He also found a distinct pattern in the lives of the two types of species. Terrestrial species sometimes die off quickly, but other times reproduce to make sporophytes and then die. Epiphytes, on the other hand, are much more likely to stay alive as gametophytes than to reproduce to make a sporophyte and then die.

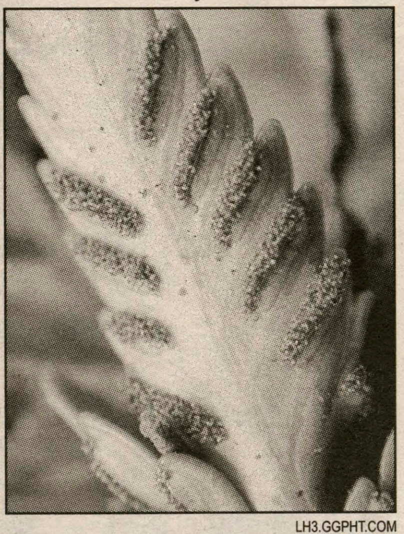
Another aspect of Dr. Watkins' research was how fern gametophytes responded to desiccation, or drying out. The popular belief among the ecological community had been that gametophytes could not live without a good deal of water, which is why they usually grow in wet soil or mud. This is due in part to the fact that they do not seem to have any mechanism to resist or prevent drying out. While most plants form a waxy cuticle on their leaves to help keep water in, fern gametophytes' small leaves are only one cell thick and so lack the cuticle.

However, Dr. Watkins found that not only can these plants resist and cope with desiccation, but how they do so varies with their habitat. Epiphytic species are more tolerant of dry conditions than terrestrial ones, showing that desiccation tolerance might be an adaptation for living up in trees and away from streams or pools.

Dr. Watkins is largely venturing into uncharted territory with his research. "Everybody really has ignored fern gametophytes," said biology professor Bill Pfitsch. "He's clearly demonstrated that one can (and should) study them." Professor Pfitsch is also interested in some of Dr. Watkins' research on how ferns move water through their broad leaves.

Due to the structure of their leaf tissue, ferns cannot move water nearly as quickly or as effectively as other species of plants with more advanced vascular tissues. It is still unknown exactly how they are able to move enough water from the ground into their leaves.

Even today, there is cutting-edge science being done on plants that pre-date the dinosaurs, showing that humanity still has a great deal to learn about the world. Even if the conventional wisdom of the scientific community comes to one conclusion, researchers are still finding ways to question every detail in every field.



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Ferns' have both sporophyte (above) and gametophyte stages.

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Continentals Kick off Season with Hamilton Invitational

Track and Field teams bolstered by the success of younger team members during home-opener

by Jonathan Fung '13
Sports Writer

After a sub-par winter season of indoor track and field, the Continentals had an impressive start off the blocks for their spring season. A week after returning from spring break, the team began their 2010 outdoor season with the Hamilton Invitational on the College's Pritchard Track on Apr. 3.

The Continentals' top performers in the invitational were James Grebey '12, who finished the 800-meter in first place with a time of 1:57.17, and Graham Sadler '13, whose high jump of 6-feet-2.75-inches earned him first. First-year standout Jimmy Alexis also translated his previous indoor success to a third place finish in the pole vault.

For the women's team, Muriel Schwinn '13 dominated two events, winning both the 100-meter dash in 12.90 seconds and the long jump (17-feet-1.25-inches.) Captain Liz Wahl '10 earned first place in the 200-meter dash with a fleet 26.59-second performance.

Other notable performances came from Laurie Horesta '12, who finished second in the javelin throw with a distance of 92-feet-2-inches, and Claire Hunsinger '13, who was third in the high jump with a height of 4-feet-11-inches.

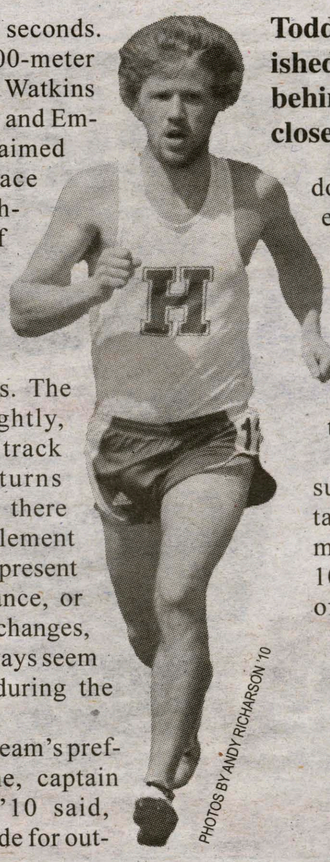
Joining Wahl and Schwinn, sprinters Alex Rimmer '13 and Danica Wuelfing '10 also contributed to the Continentals' second place finish in the 4x100-meter relay with an overall time of 50.62 seconds, missing the top spot by 0.05 seconds. In the longer 4x400-meter relay, Wahl, Glenn Watkins '12, Caitlin Hult '12 and Emily Heckman '13 claimed another second place finish behind Rochester with a time of 4:13.94.

Major differences in the team's winter and spring seasons are obvious. The track changes slightly, with the outdoor track featuring wider turns than those indoors, there is a potential for inclement weather and the ever present factor of air resistance, or wind. Despite these changes, the Continentals always seem to perform better during the spring.

Describing the team's preference for sunshine, captain Mark Breazzano '10 said, "[Performing] outside for outdoor track is almost always preferable to indoor… the sun [is] out, warmer weather, etc… It is a lot more enjoyable. Everyone's times and marks tend to improve dramatically too, which probably reflects the change in scenery in addition to more training."

Looking to continue their success outdoors, the Continentals will compete in their first meet away from home on Apr. 10 at 9:00 a.m. at the University of Rochester Invitational.

Danica Wuelfing '10 carries the baton for the 4x100 meter relay.



PHOTOS BY ANDY RICHARDSON '10

Todd Woodworth '12 finished just 14.17 seconds behind the winner in a close 1500-meter race.

On Apr. 17, 2010 Hamilton will host it's second meet of the season, The Continental Invitational, at 11:00 a.m. on the Pritchard Track.

Florida Trip Shapes Team Up

*from **Tennis** page 16*

rendering this season's NESCAC record an even 1-1.

The team's number two player Drew Libin '12 also emphasized the closeness of their losses compared to their impressive 9-0 victories.

"We just [have] to work on pulling out those tight matches."

Indeed, the Continentals' two close losses are the difference between their 2-4 spring season record and a 4-2 record.

"We have definitely improved a lot since last year," remarked Libin. "Last year we lost to Connecticut College 6-3, and this year we swept them."

The sophomore attributes this success in part to the newcomers: "Our top three singles players include…two freshmen, Jordan Petit and John Franzel."

The two play first and third position on the team, respectively, and as Libin noted, "We are...a very young team with no seniors."

Teammate Michael Moreno '11 added that because the team is so young, the men "definitely have the potential to fine tune."

He looks forward to doing so this weekend against more NESCAC opposition.

"We have winnable NESCAC matches against Tufts and Colby coming up…. We're trying to get a regional ranking and end up above .500."

Libin agreed: "We're optimistic about the rest of the season and are looking to get another NESCAC win under our belt."

The women started their season with a bang, defeating LeTourneau with a score of 9-0. The women then lost to Connecticut and Dickinson College, but earned a promising victory over Stevens Institute of Technology. Finally, their recent win over Wesleyan brings the team's overall spring record to 2-3.

"Both the men and women had very successful and productive spring break trips in Orlando," Coach McKee commented. "[The] most significant reason for our success this year is our depth," he added.

"We have players at the four, five and six spots on the singles ladder who would easily play higher on other teams." This depth means that Hamilton does not give away any match and the opponent has to work for any win. This is likely why neither team has suffered a 0-9 loss this spring, though both have had 9-0 wins.

Physical fitness is also very important to the team. "We spend a great deal of time on strength and conditioning, so every one of our players can play hard, deep into three set matches," he explained, adding that "Hamilton players simply will not lose a match because they get tired."

Of course, the players are the ones putting it all together. First-years Vrinda Khanna, Melissa Mann and Alex Arenson play the third, fifth and sixth positions on the women's team respectively, and "without their commitment and hard work, we wouldn't be getting these positive results," according to Coach McKee.

Captain Laura Brantley '10 helps to provide leadership for all of these young players, as do male captains Greg Keitzer '11 and Peter Erwin '11. Because of all the first-years, "it's important for the older players to offer suggestions and guidance on the court, and our captains have been very good at doing so," Coach McKee said.

All told, Coach McKee believes that, "the upcoming spring tennis season should be one of the most successful [seasons] Hamilton has had in recent years."

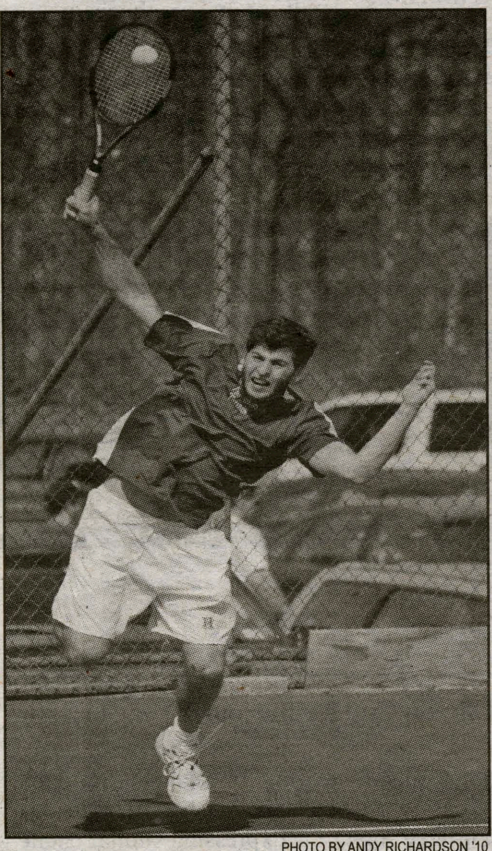


PHOTO BY ANDY RICHARDSON '10

Daniel Gross '11 serving it up in his match against Wesleyan at home.

The women's varsity eight took home the Gilman Plate for the fifth year in a row, beating Union by 30 seconds.

Crew Hold Their Own in Tampa Mayor's Cup

*from **Crew** page 16*

ment, Katie Peterson '12 said, "We have so much potential, and these races have showed us what we're capable of. We're setting high goals for ourselves, but regardless of results, we're here because we love the sport and spending time with each other."

The women's novice teams also completed their first 2k races, with the novice eight finishing seconds behind Union's novice crew, and the novice four claiming a solid victory over Schenectady.

Over spring break, both crew teams were in Florida to participate in the Tampa Mayor's Cup. Although they did not experience the same type of success as they did last weekend, it was quite notable that the teams set in motion the plan and teamwork needed to earn future victories. The men's varsity eight finished in fifth place behind four D I teams in the field, while the women's varsity eight team came across the finish line in third place trailing the leaders by a mere 11 seconds. The races enabled the teams to face quality competition before they compete in the New York State Championships and Eastern College Athletic Conference Championships.

Commenting on the Continentals' performances, assistant coach Seth Hussey said, "I thought we raced hard and it's nice to sweep some trophies, but we need to get better technically and continue to pick up speed if we hope to be competitive at the championship races."

PHOTOS BY MATTHEW POTERBA '12

The men's varsity four took home the Gilman Bowl for the third year in a row, beating Union by 30 seconds.

SPECTATOR SPORTS

April 8, 2010

PHOTO BY ANDY RICHARDSON '10

Upcoming Games:

Men's:
- 4/9 vs. Rensselaer at 4 p.m.
- 4/10 vs. Colby at 4 p.m.
- 4/11 vs. Tufts at 12 p.m.

Women's:
- 4/10 vs. Tufts at 10 a.m.
- 4/11 vs. Colby at 10 a.m.
- 4/17 @ Amherst at 10 a.m.

Tennis Enters into Key Home Stretch

by Cooper Creagan '13
Sports Writer

Just as most students were heading home for spring break, the men's and women's tennis teams traveled to Orlando, Florida for some intense competition. Both teams enjoyed impressive victories and also suffered tough losses in Florida to kick off what is promising to be an exciting season.

The men's season began on a rough note, with the team enduring a 4-5 loss at the hands of LeTourneau University, followed by another loss against Wayne State University. The Continentals kept their spirits up, however, and came back to defeat Western New England College with a resounding 9-0 demolition. After another close loss to Stevens Institute of Technology, the team added a second 9-0 victory against Connecticut College.

"They...could have very easily come away with only one loss," reported Coach Joshua McKee of the trip to Orlando, "as even the defeats were for the most part very close matches."

Back on their home turf, the men had yet another close competition, losing to Wesleyan by only one match last Saturday,

see *Tennis* page 15

PHOTO BY MIKE DOHERTY

Drew Libin '12 (above) and Laura Brantly '10 (top left) both take down their opponents in two sets (Libin: 6-0, 6-3, Brantly: 6-2, 6-0) in the tennis teams' first home games.

Exiles Send Brockport Packing

by Daniel Greenberg '12
Sports Editor

Men's rugby, a Division II team, came up with a big victory over Division I SUNY Brockport last Saturday. The unranked Continentals took it to SUNY Brockport in the second half for a 19-12 victory. The match was an even affair in the first half, finishing with the score tied at five apiece.

As captain Matt Farrington '12 explained, "The second half of the match belonged solely to Hamilton, who rapidly pulled ahead with strategic penalty kicks by Jeremy Safran '11. Safran also scored a try off his own punt. Despite a late surge by Brockport, Hamilton prevailed 19 to 12."

The Continentals hoped to prove a point to opponents and those who determine the rankings: this team is even better than the team that went undefeated in their fall regular season. The team also displayed some of their young talent, as rookie Colin Hill '13 made a pivotal tackle as the very end of the game. The promising start of the rookies will surely help the team down the stretch.

Hamilton Crew Sets the Table with Gilman Ware

by Erika Desmond '12 and Elizabeth Ruemelin '12
Sports Writers

While enjoying the pristine weather, the Hamilton crew teams hosted their first races of the season on Saturday, facing Union College and Schenectady Community College on the sparkling Erie Canal. The men's eight went out first, with stroke Gibson Hoyt '12 setting a furious pace against the two Union shells. The Continentals led for the first half of the race but were overtaken by Union's first boat as they passed 1000 meter. In the last 500 meters, however, Hamilton picked up the pace and blazed through the last leg of the race, coming in first with a time of 7:16.97.

"We really gave 110 percent," said Tim Belden '10, "we left it all out on the water."

Prior to launching, coxswain Ricky Bottini '10 announced to a crowd of Hamilton spectators, "Do I know what I'm doing today? No. But I'm here, and I'm gonna give it my best shot."

On the contrary, Bottini and the rest of the team were well versed in what they were doing and proved it by winning the Gilman Cup, their fourth in as many years. The varsity four was victorious as well, finishing a solid 25 seconds ahead of Union with an impressive time of 8:05.44. The men's second varsity eight was coxed by Dan Rudel '10, stroked by Rafael De La Rosa '12 and won with a time of 7:19:42.

The women's team put on a spectacular show as well. The women's varsity eight, led by coxswain Sophie Breene '12 and stroke Lily Ericsson '10, immediately took the lead off the line and was more than a full boat length ahead of Union by the end of the race, securing the Gilman Plate for the fifth year in a row with a time of 8:13.24.

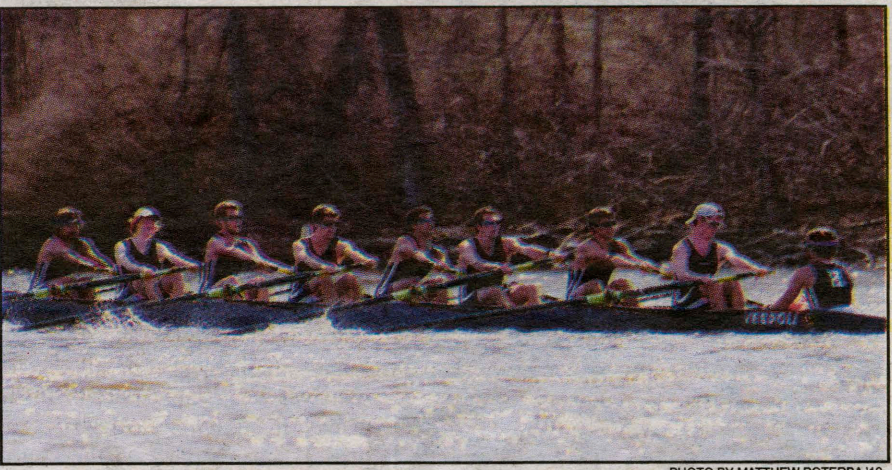


PHOTO BY MATTHEW POTERBA '12

The varsity eight took home the Gilman Cup for the fourth year in a row.

The women's second varsity eight, led by coxswain Laura Boynton '12 and stroke Izzy Cannell '11, finished their race with a time of 8:26:98, a full 17 seconds ahead of the Union College competition.

"The team chemistry is great!" exclaimed Katya Adair '10. "At the end of the day we are rowing for each other, and that's what makes the difference."

Expressing similar excite

see *Crew* page 15